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ABSTRACT

A random selection of 37 community college administrators and 31 community school administrators were surveyed to determine the scope of cooperation and coordination between community colleges and community schools in Florida community college districts. Demographic items revealed that both groups were similar--75-85% male, 86-93% married, and both had comparable educational levels, age, years of professional experience, and years in their present position. Statistically significant differences in the role perceptions of the two groups were found to exist in the areas of program organization, administration, finance, and instruction. Both groups agreed on the following: (1) cooperation and coordination between community colleges and community schools is needed; (2) cooperative efforts would save tax dollars; (3) cooperative programs should be identified to serve as case studies; (4) gaps exist in meeting community educational needs; (5) community schools should be as flexible as possible; (6) community colleges should offer a variety of credit and non-credit courses; and (7) the level of community needs is high enough that little or no duplication of educational services exists. The questionnaire, demographic statistics, and relevant Florida documents are appended. (RT)

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A Study of the Scope of Cooperation and Coordination between Community Colleges and Community Schools in Florida's Community College Districts

PLANO B. VALDES, JR.

A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

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Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

A STUDY OF THE SCOPE OF COOPERATION AND COORDINATION BETWEEN COMMUNITY COLLEGES AND COMMUNITY SCHOOLS IN FLORIDA'S COMMUNITY COLLEGE DISTRICTS

By
Plano B. Valdes, Jr.

November, 1975

The purpose of the study was to make a comparative analysis of the perceived roles in community education between community college and community school administrators. This study developed baseline data defining the scope of cooperation and coordination between community colleges and community schools in Florida. The creation of a mutually beneficial and cooperative relationship between Florida's community colleges and its community schools is a major challenge confronting these two agencies as the citizen's need for lifelong learning experiences increase.

A questionnaire with forty items was developed to obtain opinions from educational administrators in Florida's community colleges and community schools regarding the organization, administration, finance and instruction as it relates to the level of cooperation between the colleges and the schools. The questionnaire was sent to community colleges and community school administrators who supervise community services and community schools in their respective districts. Twenty-seven of Florida's twenty-eight community college districts are

included in the survey. Data was analyzed from those respondents and those districts which have community colleges and community schools. Sixty-seven individuals participated in the study; thirty-six from community colleges and thirty-one from community schools. They reacted to the forty item questionnaire with assigned values of one to five on a Likert-type scale ranging from strongly disagree to strongly agree.

A multivariate analysis methodology was utilized which sought to analyze the complex interrelationships which existed in the state between the two groups of administrators. Applying the technique of stepwise discriminant function analysis, the study revealed that the major perceived differences between the two groups occurred in the area of organization, and the variables making the greatest contribution to the discrimination centered around "who offers what" or "turf" as it relates to programming.

The research instrument was able to discern a statistically significant difference ($p<.01$) between community college and community school administrators with reference to their perceptions of their respective roles. Further, significant differences ($p<.001$) in the area of program organization; in the area of program administration ($p<.01$); in the area of program finance ($p<.05$); and in the area of program instruction ($p<.01$) occurred.

While the differences were significant with respect to most of the variables tested, it is encouraging to note that

both groups agreed with the following:

1. A need exists for cooperation and coordination between the community colleges and the community schools.
2. Tax dollars can be saved by having a cooperative effort between community schools and community colleges.
3. Exemplary (effective) programs of cooperation and coordination should be identified and should serve as case studies for other locales.
4. Significant gaps exist in meeting the educational needs of communities being served by community schools and the community colleges.
5. Ideally, community schools should be as flexible as possible and should not be concerned with length of courses, beginning class dates, class hours taught and certification of instructors.
6. Community colleges should offer a variety of credit and non-credit courses for all people who can benefit from them.
7. Educational needs are so great in the local community that little or no duplication exists.

Other sources of information, reports, state guidelines, and documents such as written agreements revealed major differences among the college districts. This was to be expected, given the historical legacy and emphasis on local autonomy and control by the Division of Community Colleges in Florida. Such variation in content and style of the available written

agreements provides a possible area for state-wide development and attention. On the other hand, uniform agreements may tend to strengthen state bureaucratic management of local affairs and weaken the position of local control and local initiative.

Given that not all of the findings of this study are couched in statistical manipulations, the genuine concern expressed by all the respondents in this study should be emphasized. Finally, this study offers a foundation for a better understanding of both the origin and the status of community college and community school relationships in Florida and a viable solution.

The implications of this study are presented by relating the basic findings to the larger problems of developing an effective and efficient articulatory process for establishing meaningful cooperative and coordinated relationships between community colleges and community schools throughout the peninsula of Florida. The creation of a climate where cooperation and coordination in all the college districts is the rule rather than the exception should be emphasized. That this climate needs to be created is obvious, that the public deserves it is clear, that the legislature will expect nothing less should be understood by all.

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Chapter One

Introduction

The Problem

This study is concerned with the development of baseline data regarding the scope of cooperation and coordination between community colleges and community schools in Florida. Its purpose is to provide a comparative analysis of the perceived roles in community education between community college and community school administrators.

Background of Problem

In contemporary American society there is an increasing acceptance of the philosophy that formal education should be directed and extended to the immediate welfare of all people, of all ages and to their respective problems (Romine, 1974). America's community colleges and community schools are two public institutions whose objectives and mission include the attainment of this goal. Gleazer (1974), in a recent speech, emphasized the need for community colleges and community schools to develop a more meaningful dialogue to better serve the public interest.

The State of Florida has a network of twenty-eight public community colleges within commuting distance for more than 99% of Florida's population. Within Florida's community college districts, there are sixty-seven county school systems providing the instructional programs for the K-12 level. In

addition to the K-12 program, many of these counties are now implementing new community school programs, as prescribed in the Florida Community School Act of 1970.

Florida's community colleges have also been developing a rapidly growing program of community instructional services for adults. FIGURE 1 illustrates the dramatic enrollment growth in non-credit programs conducted by Florida's twenty-eight community colleges.

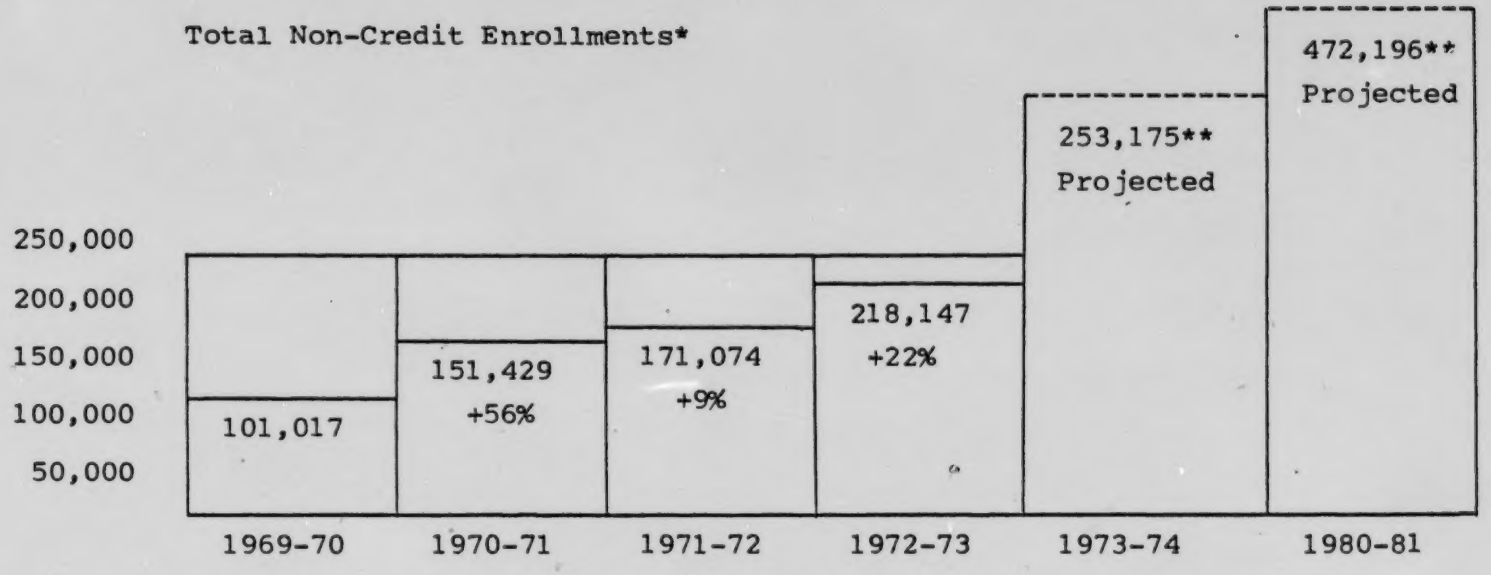
While this significant enrollment trend in "community education" was taking place in the community college sector, the community school movement began to emerge. In 1967, the Center for Community Education at Florida Atlantic University was assigned a leadership role for the State of Florida and the southeastern area of the United States under the direction of Dr. V. M. Kerensky (Logsdon and Wiegmann, 1971). The Florida Community School Act of 1970 became effective July 1, 1970. It provided that fiscal year 1970-71 should be used for planning, providing technical services to school districts, and reviewing proposed programs.

The responsibility for implementing the act was assigned to the Bureau of Curriculum and Instruction of the Division of Elementary and Secondary Education. A mission statement related to the implementation of the Act during fiscal year 1971-72 was prepared, management objectives derived, and a management structure designed.

To provide advice and counsel, an interdivisional, inter-agency task force was appointed. Working through sub-committees,

FIGURE 1

A Profile of the Growth in Community Education in Florida's Community Colleges -1969-1980



*Unduplicated head count
**Projections based on trend-line analysis

Source: All enrollment figures derived from the Report for Public Community Colleges 1969-70, 1970-71, 1971-72, 1972-73, State Department of Education.

the task force recommended guidelines for district implementation of the community education program, assisted in developing an application form, and recommended a three-phase developmental plan which was completed June 30, 1973.

The first operational year was fiscal year 1971-72. Six of sixteen applications were funded from a $150,000 appropriation.

TABLE 1 shows the planned development of community schools in Florida and the anticipated levels of funding. For the fiscal year 1972-73, the same report indicated that 1,008,431 "participants" attended county community schools in the state.

TABLE 1

Cost Projections
FY 1971-72 through FY 1978-79

Fiscal Year	Est. No. C.S.	Est. Grant @ $6,000 per C.S.	Est. DOE[a] Admin. Cost @ 1% of Grants	Total Estimated Cost
71-72	98	$ 588,000[b]	$ 5,880	$ 593,880
72-73	171	1,026,000[c]	10,260	1,036,260
73-74	207	1,242,000[d]	12,420	1,254,420
74-75	247	1,482,000[e]	14,820	1,496,820
75-76	279	1,674,000[e]	16,740	1,690,740
76-77	315	1,890,000	18,900	1,908,900
77-78	358	2,148,000	21,480	2,169,480
78-79	377	2,262,000	22,620	2,284,620
Total		$12,312,000	$123,120	$12,435,210

Continued on Next Page

TABLE 1 (Continued)

[a]For planning purposes--to be adjusted as actual costs are determined.

[b]Appropriation was for $150,000.

[c]$840,000 included in DOE budget request for FY 72-73.

[d]This entire amount was appropriated.

[e]$1,612,392 was funded for both 1974-75 and 1975-76.

Source: Community Education, Interim Progress Report, January, 1972, Department of Education, p. 10.

Significance of Study

During the 1974 session of the Florida Legislature, it became evident that the existing relationship between community colleges and community schools needed attention and careful study. This evidence surfaced during a House of Representatives Education Committee hearing (April 10, 1974) on a proposed community services bill which was endorsed and supported by the Florida Association of Community Colleges (FACC). The Committee Chairman Representative Kenneth H. McKay, after hearing two hours of testimony, declared that he was thoroughly confused as to which state agency or division had the responsibility for adult continuing education in Florida. Furthermore, other members of the committee commented that they could not see any cooperative or planned program for using the available (and limited) state dollars to meet the educational needs of Florida's adult population.

The committee heard from six different state agencies, all publicly supported, who were engaged in the process of providing some form of adult continuing education to Floridians. The two hours of testimony by administrators and personnel from this wide assortment of agencies reinforced the conclusion of the legislators.

Granted that the agencies all have "specialized" interests and goals and that these are rather diversified, the appearance of fragmentation and disarray did not enhance or generate any legislative support for the community college

bill endorsed by FACC. The FACC community services bill finally died in the Appropriations Committee of the House.

The issue of "community education" was further complicated in Florida when community school supporters introduced their own bill which sought financial support for the same kinds of activities proposed by the community college bill. For quite obvious reasons, neither bill was passed or funded by the 1974 Florida Legislature.

This aforementioned scenario of the relationship between community schools and community colleges in Florida demonstrates the need for conducting this investigation.

At the state level there is a clear need for better defining and clarifying the roles of community colleges and community schools in providing "community education". This clarification must also be understood at the local level. Thus, the need for creating effective articulatory procedures between the community colleges and the community schools at the local and state levels is of paramount importance in Florida.

It should be noted that the question of the scope of cooperation and coordination between community colleges and community schools is not limited to the State of Florida. Rather, it has national implications and concerns. In a recently completed study by Weiss (1974) on community colleges and community schools, the investigator surveyed five states and recommended an urgent need for cooperation and

coordination between community colleges and community schools. He also found considerable disagreement between community colleges and community schools in the areas of instruction and finance. Weiss further stated that community colleges and community schools must come to an agreement regarding who should be responsible for coordinating community education in a community college district.

In summary, the existence of an extensive network of community colleges and the recent expansion of the community school movement could provide the arena for competitiveness and conflict at the local district level unless efforts are made to establish planning and processes which promote cooperation and coordination. The present study addresses itself to examining the scope and nature of cooperation and coordination (if any) between the community colleges and the community schools in Florida.

Statement of Purpose

Gleazer (1974) observed that there are over 3000 community schools in the United States today and over 1000 community colleges. He also stated that one of the primary challenges confronting community colleges is the creation of a new relationship between agencies which will expand and provide the educational services needed by the nation's adult population.

The creation of a mutually beneficial and cooperative relationship between Florida's community colleges and its community schools is a major challenge confronting these two agencies as the adult's need for "community education" increases. This challenge is magnified by the budgetary constraints inflicted as a result of double-digit inflation, fewer tax dollars, and more unemployment.

Hence, the purposes of the present study are to:

1. Provide a quantitative measure of the scope of cooperation and coordination between community colleges and community school programs within Florida's twenty-eight community college districts;
2. Provide an objective comparison of the perceptions between community services administrators and community school administrators in Florida on thirty-nine selected variables (items);

3. Determine if significant differences exist in selected biographical characteristics between the community school and community college administrators;
4. Determine, if any, duplication of programs or efforts exist;
5. Recommend ways which may encourage local administrators to develop and implement a realistic and effective plan of cooperation between community colleges and community schools;
6. Provide a background for further research on questions relating to the cooperative relationship between community colleges and community schools.

Definition of Terms

1. Community College: A publicly supported two-year institution which offers educational programs and services in (1) awarding the Associate in Arts. Degree, (2) awarding the Associate in Science Degree, (3) general education (credit courses), (4) counseling and guidance and (5) community services/continuing education. It is sometimes referred to as a community junior college.
2. Community School: A program in an educational institution which actively carries out the concepts that all education facilities in every public school within a school district are available to anyone who can benefit from them. Its programs are designed to meet the needs of the people who live in each community, whenever and wherever the citizens want them. Typically, these programs and activities are offered after the regular school day.
3. Community Education: A combination of program and process comprised of student activities, use of buildings, adult activities and community coordination of agencies and services. Educational formal courses offered usually do not carry high school diploma credit or Associate Degree credit. The classes are usually classified as cultural,

citizenship, vocational/occupational or recreational. Usually they are offered after 5:00 p.m. and on Saturdays. "Community education programs" are thus offered by both community schools and community colleges.

4. Community Services Program: The division of a community college responsible for developing and administering programs (usually non-credit) designed to meet individual and community needs. This function also includes making the resources of the college available to community groups and organizations and thus contributing to community development.

Hypotheses

This investigation is an effort to develop baseline data to determine the scope of cooperation and coordination between community colleges and community schools in Florida. The opinions of the community college group and the community school group are analyzed to answer the following research questions:

1. Are the perceptions of community college and community school administrators regarding cooperation and coordination similar or do they demonstrate significant differences?
2. Do the perceptions of community college administrators and community school administrators differ significantly with reference to the specific areas of program organization, administration, finance and instruction?

Five hypotheses related to the first and second research questions were tested. Stated in their null form, they are as follows:

1. There is no significant difference between the mean responses of community college and community school administrators with respect to the perceptions of their respective roles.
2. There is no significant difference between the mean responses of community college and community school administrators with reference to program organization.

3. There is no significant difference in the mean responses of community college and community school administrators with reference to the area of program administration.
4. There is no significant difference in the mean responses of community college and community school administrators with reference to the area of program finance.
5. There is no significant difference in the mean responses of community college and community school administrators with reference to the program of instruction.

Basic Assumptions and Limitations

1. It is assumed that this investigation will reflect the scope of cooperation and coordination between community colleges and community schools in Florida in the areas of organization, administration, finance and instruction.
2. Administrators participating in this study are aware of the concept of community education as it relates to Florida's community colleges and community schools.
3. Community college and community school administrators have not examined thoroughly their respective roles in community education where community schools operate within a community college district in Florida.

The findings and conclusions reached in this study, like in most research studies, are subject to certain practical and theoretical limitations. These limitations include:

1. The study was limited to the State of Florida and to community college districts having at least one community school funded under the Florida Community School Act of 1970.
2. Respondents for the study were limited to upper level administrators (directors or coordinators) responsible for community services and community school programs in their respective institutions.

3. Since the questionnaire requests sensitive professional responses (as in the finance section), the investigator had to contend with some omitted responses.

Summary

In a paper presented in 1974 to the annual Southern Conference on Gerontology, Dr. James F. Burns, University of Florida, forecasts the state's population as growing from 6,791,000 in 1970 to an estimated 14,129,000 by the year 2000. The implications for the state's economy and educational delivery systems are staggering. In Florida, community colleges and community schools have major roles in providing educational opportunities for the citizenry. This anticipated growth in population will inevitably result in expanded enrollments in community colleges and community schools. Hence, a significant challenge awaits the administrators of these two agencies to develop a viable educational plan which will permit the citizens of college and school districts to find programs which will meet the needs of all the people, regardless of age and socioeconomic levels.

By having cooperative and coordinated programs between community colleges and community schools, tax dollars can be saved, broader services can be offered and improved quality of community life can be realized.

Consequently, this study was an attempt to assess the levels of cooperation and coordination which currently exists between these two agencies in Florida's twenty-eight college districts. The study also attempted to clarify the roles of each institution in providing expanded adult continuing educational opportunities for Floridians.

Chapter Two

Review of Relevant Literature

Community Services Function in Community Colleges

The role of community colleges and community schools in providing "community education" is comparatively new and very little data has been collected on the inter-relationships of the colleges and schools at the local level. Each sector (colleges and schools) has created its own literature, definitions, philosophies, high priests, disciples and followers. An examination of the definitions of the words "community services" reveals a smorgasbord of opinions concerning the major purposes of this aspect of the community colleges.

In identifying the main functions of a community college, Medsker and Tillery (1971) identified community services as the newest, but an inevitable function which at present is still emerging. Harlacher (1969) wrote that community services are educational, cultural and recreational services above and beyond regularly scheduled day and evening classes. Myran (1969) paralleled Harlacher in stating that community services were the programs, courses, and activities which serve those community and individual needs not best served by college degree or certificate programs. Another definition surfaced when Myran (1971) conducted a national survey of community services administrators and formulated this definition of community services: Community services are those action programs of the community college undertaken independently or in cooperation with the community groups and

agencies, which direct the educational resources of the college towards serving individual, group and community needs. Raines (1972) referred to community services as perhaps the most exciting dimension of community college development. As is often the case with new concepts in the field of education, a new area of instruction emerged and the definitions in the professional literature remained incongruous. However, to the practitioner of community services it usually means a division at the local college responsible for providing "non-credit" instructional programs and activities. In many colleges community services also means the administrative unit responsible for all off-campus instruction (credit and non-credit).

At a community college the activities and programs which comprise a program of community services are given many titles which are somewhat synonymous; these include adult education, continuing education, special activities, public services and extension services. In formulating community services objectives for a community college, Myran (1969) cautioned that the primary role of the college is educational, not governmental, and thus it should play a partnership role with the community, rather than that of an instigator of social, civic, cultural or economic change. Monroe (1972) warned that the community college needs to guard against the debilitating effect of providing such an array of community services that its educational function suffers, nor should the community college succumb to the danger of exploitation by special

interest groups seeking selfish benefits. In contrast, Gleazer (1974) urged community colleges to put their own house in order and to be prepared to compete effectively. He further stated that some of the immediate steps include:

> Stimulate the expansion of community education. Using the baseline data generated initially, we need to systematically extend community education. "Systematically" here implies the conscious stimulation of markets (senior citizens) and programs (allied health) through the judicious use of seed money. Stimulation should also be provided via the 1974 Assembly topic: community-based education (p. 8).

There are many indications that community services are maturing into a distinct aspect of community college work. The creation of the National Council on Community Services and their journal, The Community Services Catalyst, attested to the growing effort to develop their literature and a philosophy. This quarterly journal contains articles by practitioners describing specific programs as well as a commentary and an analysis by others interested in community colleges. According to Cohen, (1972) progress toward clarifying the purposes and accomplishments of community service programs will be achieved only as community college and program administrators begin to establish precise goals and objectives that are emenable to evaluation.

Organizing and administering the wide variety of activities termed community services is made easier by categorizing these types of activities. One set of operational categories has been provided by Raines in Myran (1969):

1. Individual and Self-development functions - personal counseling, social outreach, cultural development, and leisure-time activities;
2. Community Development functions - community analysis, interagency cooperation, advisory liaison, public forums, civic action and staff consultation;
3. Program Development functions - public information, professional development, program management, conference planning, budget utilization and program evaluation.

For Raines, the community services office not only makes college services available to the community but also is responsible for interpreting the needs of the community to students, faculty and administration.

The size of the community services division depends upon several factors, including the budget available for community services, and the organization of the college. Some colleges have decentralized the community services functions so that they are handled jointly by various administrators, student personnel staff and public relations personnel. Shaw and Cummiskey (1970) recommended the creation of a community services center to disseminate information on resources and services that are available in the community.

Community service programs are often criticized as being comprised of unrelated activities that do not always reflect the college's philosophy and purposes. Many times community

service programs are not as well conceived as the above cited examples. Proposals to improve community services have attempted to integrate those services as basic to the central mission of the colleges - being community colleges.

Harlacher (1972) for example, pictured a community renewal college which would serve as a change agent for the betterment of local conditions. Such a college would unite and improve the community by bringing its residents together and teaching them the attitudes, skills, and knowledge they need to better themselves and society. Thus, the lines between the community and the college would be blurred by the creation of adjunct learning centers located throughout the community. However, Harlacher suggested that implementation of the community renewal college concept was hampered by the rules of state education departments and accreditation agencies.

The continued growth and expansion of "community education" programs by community colleges was supported in a report of the Carnegie Commission on Higher Education. The report entitled "Toward a Learning Society," (October, 1973), made significant proposals and predictions for the future of adult education. These included:

1. More opportunities for part-time and for adult students.
2. Adding more non-traditional students. Colleges, if they are to serve the non-traditional students well and to compete for them successfully, will

need to give them first-class treatment rather than the second-class attention now too often afforded them.

3. Education can concentrate best on quasi-academic and non-academic programs, and thereby include mostly non-traditional students.
4. The "optional" society is replacing one where people are more likely to be "tracked for life" although there are, to be sure, counter efforts among some groups and individuals to penetrate or to create a preferred life pattern.
5. The nation's heaviest future needs will be for skills which have not been taught in traditional college programs.
6. The Carnegie Commission has established that there were 74 million program enrollments in all post-secondary education and training activities in 1970.

Historically, the main functions of community colleges have been to provide college transfer academic programs and vocational-technical education, although colleges have also offered their communities many additional services. With the assistance of Title I of the Higher Education Act of 1965, the concept has taken on a new and expanding meaning. A description of the history and development of community services is provided by Murphy (1969). Also, Kinzer (1973) provided a review of the literature of the field focusing on program

planning and administration, types of programs, and methods of evaluation. Poston (in Kintzer, 1974) recommended a more activist role for community services - community development through continuing education.

A review of almost any list of community services activities reveals that the services are offered to almost any community member. However, community services have had the tendency to be largely post-high school courses and vocational programs for adults (Purdy, 1975).

Recently, in many colleges the programs have been directed toward special interest groups in the community such as senior citizens, women and prison inmates. Today, almost every community college has a community services division. Their programs vary significantly in response to each college's locale, resources and the imaginative leadership of its personnel. Nationally, many educators predict continued expansion of this area of two-year college work. An example of the extent and variety of community services programs is provided in The Do-Everything College by Frankel (1974). McClusky (in Kintzer, 1974) imposed no limits on who in the community is eligible for community services. He stated that the community dimension of two-year colleges means that all who desire and need to learn, whatever that learning may be, are to be accommodated by the colleges.

We have seen developing in community colleges during the last five years, the enormous challenge of meeting the needs of adults by continued program expansion and curriculum

innovation. Therefore, community colleges are obviously deeply immersed in the process of providing "community education" via their respective community services programs. In seeking to serve adult students, community colleges and community schools have perhaps the greatest potential overlap of services and activities.

Community School Movement

Parallel to the growth and development of community services in community colleges has been the community school movement. A report prepared by the Educational Facilities Laboratories (1973) entitled Community/School: Sharing the Space and the Action, it states that "...the community school movement among schools and social services may be the most significant event in public education during the 1970's. Schools are beginning to seek out public agencies to share the costs and responsibilities of providing education, recreation and social services to their community" (p. 4).

The concepts of community education and community schools are not new. John Dewey and others supported the idea of the school as an integral part of the community at least forty years ago. Historically, educators have had the idea that teaching and learning is more meaningful if it is related to what is happening in the individual's environment.

The oldest and most widely known community school concept originated in Flint, Michigan, in the 1930's when the city needed playgrounds and summer programs. Later, three separate community facilities merged into an integrated school/community center. Flint's early community recreation and adult education program, generally supported by the Mott Foundation, kept classroom lights burning far into the night, turning the former eight-hour schoolhouse into an 18-hour community center.

Charles Stewart Mott, founder of the Mott Foundation, and Frank J. Manley, executive director of Mott Foundations Projects continued their interest in the community school programs in Flint. However, they had other interests and were very involved in the problems of juvenile delinquency and crime. In 1955, the first community school workshop was held in Flint. By 1964, the seven State universities in Michigan, in cooperation with the Mott Foundation, began a Master's and Doctoral degree to prepare community educational leaders. In 1966, the National Community School Education Association was organized.

The literature of community education stressed citizen involvement as an integral part of its development. Moore (1971) defined community education as a process which attempts to bring resources and needs together for effective problem solving by people on their own behalf. Many experts in the field of community education agree with this point of view. Minzey and Olsen (1970) stated that the ultimate goal of community education is to develop a process by which members of a community identify problems and generate solutions to these problems. Totten (1970) wrote that community education does not presume to give people ready made solutions to their problems. However, it does help people learn how to solve their own problems.

Continuing to support the theme of citizen involvement, Kerensky and Melby (1971) asserted "...the discovery of the power of lay participants in education may well be the most

important educational discovery of many decades" (p. 157). LeTarte and Minzey (1972) also stated: "It is through this technique of community process that community self-actualization is achieved and the ultimate in the potential of community education is realized" (p. 41). Van Voorhees (in Warden, 1974) stressed that "community education is the community involving process through which individuals' needs are identified and met regardless of the area of concern or the organization providing the program" (p. 18). Thus, the literature of community education reflected a strong philosophical commitment to community involvement in the educational process.

A further review of the literature also revealed that authors tended to use the terms community schools and community education interchangeably. For example, evaluative studies of community-centered education made during the fifties and sixties in Michigan led Seay (1974) to express this concept: "Community education is the process that achieved a balance and a use of all institutional forces in the education of the people-all of the people-of the community" (p. 11).

Phillip A. Clark (1971) Director of the Community Education Center at the University of Florida, visualized the community education movement in four sequential stages:

First level - High School completion courses, basic education, enrichment and recreation programs for community members at all ages.

Second level - Programs and projects that attempt to have a positive effect on current community problems.

Third level - All educational agencies working together toward common goals, sharing resources and complementing the services of one another.

Fourth level - The reconstruction of a total educational process under a philosophy of community education; helping people to help themselves (p. 9).

Many community educators have expanded Clark's third level to specifically include the notion of mobilizing social agencies and other resources to meet the particular needs of the community. The John F. Kennedy School and Community Center in Atlanta is an example of this stage in the process of community education.

Minzey (1972) asserted "Community education is the educational concept; community school is the vehicle by which many services of community education are delivered" (p. 152). At the same time, Totten (1972) advocated that:

> The community educator is committed to the idea that people learn from the total environment, that is, the entire community is the school plant. All of the people are potential teachers and everything in the community is a potential resource. When all members of the family go to school, some of the elements of communication and common purpose are reclaimed. The generation gap is narrowed (p. 149).

A number of writers on the subject agreed that the concept of community school is a movement and not an establishment. Minzey and Olsen (1970) stated that community education has been interpreted to mean different things to different individuals over the years. The varying perceptions have thus resulted in numerous definitions, differing in both activities and scope, depending on the context of the individuals defining it. Minzey and Olsen (in Melby, et al., 1969) stated:

> Community education is a process that concerns itself with everything that affects the well-being of all of the citizens within a given community. This definition extends the role of community education from one of the traditional concept of teaching children to one of identifying the needs, problems and wants of the community and then assisting in the development of facilities, programs, staff, and leadership toward the end of improving the entire community (p. 32).

Baille, et al., (1972) indicated that there exists considerable confusion in the definition of community education, community schools and neighborhood schools. Many use the terms interchangeably while others make clear distinctions in their use. Most community educators define their concepts using the ideal as the model. Actual programs often vary considerably from this ideal, although the ideal terminology is used in reference to the programs. Baille, et al., (1972) further asserts that most would accept the following definitions:

> Community education - is a concept based on a process of education for children, youth and adults. The process refers to the organization of the community into appropriate size units to facilitate interaction,

> identification of local resources, and involvement of people in the solution of their own problems and the problems of their community. It is an effort to capture a sense of community without eliminating its pluralism.
>
> Community schools - are vehicles which provide opportunities for community involvement and decision-making. They are for the entire community and are often located in the neighborhood school. (They need not be in the neighborhood schools to be community schools.) These are major distinctions between the neighborhood school and the community school. Both may offer similar programs, services, and activities, yet the community concept is premised on the ultimate goal of community involvement and participation and is not necessarily based in the individual neighborhood. The neighborhood school is usually oriented to skill attainment, personal enjoyment, and individual self-enrichment for a particular age group at a school in the individuals immediate surroundings (p. 19).

Purdy (1975) asserted that "...community school is the name given a new institution having ties to public primary and secondary schools. Claiming new and expanded responsibility for community education for residents of all ages" (p. 13). Thus, the literature views the community school as an educational, recreational, and cultural neighborhood center, where everyone may use its facilities or join its programs. School buildings become a community center to be used 24 hours a day and all year-round if such need exists.

Rigby (1972) detailed a list of programs that community schools provide; including academic and skill development for children, youth, and adults, supervised recreational and avocational instruction, remedial and supplemental educational needs, a meeting place for social and civic groups, a forum for the discussion of social and other community problems,

as well as facilities for the dissemination of medical and social services.

Similar to the community services field, the community school movement has a national organization, the National Community Education Association, founded in 1965, and a periodical, The Community Education Journal, published since 1971. Significant financial support for the community school movement has come from the Charles Stewart Mott Foundation.

The community schools literature is replete with descriptions of the goals and accomplishments of specific programs. These programs revealed that many programs specialized in one or two services only, rather than offering the range of services suggested by Rigby (1972). For example, many successful community schools in rural areas have addressed themselves to the basic education needs of adults. It should be noted, that many adult educators associated with the National Association for Public Continuing and Adult Education (NAPCAE) and the Adult Education Association (AEA), contend that they have been providing similar services to those of community schools for many years in many American communities. Suffice to say, that this is an issue which can best be treated in another study.

Apparently, the concept of community education is not yet clearly understood, while at the same time, the scope of its programs are still expanding. Campbell (in Kintzer, 1974) argued that rather than offering only an evening school for adults and youth recreation, community education is a concept

which emphasizes the process of shared learning as contributing to a sense of community. Thus, Campbell would put no restrictions on the subjects, activities or clients of community schools.

Presently, community schools operate in only a few states but they are receiving some national attention. The Education Amendments, passed by the United States Congress in 1974, appropriated fifteen million dollars for the expansion of community school programs and the training of program leaders. Purdy (1975) stated "...it is important to note that this legislation would permit community colleges to be sites for community education, suggesting a change in the practice of community education centers being located at public secondary schools" (p. 14).

The importance of vaguely defined basic concepts and principles in the fields of community services and community schools cannot be minimized. For instance, Green (1973) could not find a definition of the community school which distinguished it from the public schools. Visiting model community schools, he found no difference in dropout rate of programs from other schools. Yet, he was not willing to concede community schools are just public schools with a new label.

Both Green (1973) and Cohen (in press) in their discussion of community services focused their attention on the vagueness of the word community. A school or college district is not necessarily a community of persons with shared ideas and interests. Rather, it usually consists of several

neighborhoods and many groups having different racial, religious, ethnic and political interests. Without a clear understanding of the community, Cohen contends that questions regarding territoriality, finance and leadership are very difficult to answer.

In summary, the community school movement has been initiated by private sources without dependence upon direct federal or state assistance. Local schools and communities have had to rely on their own initiative to develop financial and non-financial support for their programs.

Community Colleges in Florida

As with many other states, the community colleges in Florida developed from the junior college system established in the 1930's and 1940's. Although many of these older colleges still retain the term "Junior" in their title, there is a significant difference between the old junior colleges and today's comprehensive community colleges. According to a Report for Florida's Public Community Colleges: 1971-72 (1973), the initial document of the Council for the Study of Higher Education in Florida (in 1955) issued the following statement which served to mandate the two-year college system:

> That the development of a system of public community colleges be undertaken on a sound basis as a way to which collegiate enrollment at the lower level can be dispersed and to provide for programs appropriate to a broader range of educational needs than can be met in a university program (p. 3).

As a result of this recommendation, the legislature in 1955 established the Community College Council which developed a plan for establishing a system of public community colleges in Florida which ultimately would provide post-high school education within commuting distance for more than 99% of Florida's population. The legislature likewise authorized the Division of Community Colleges in the State Department of Education and appropriated funds to begin implementation of a Master Plan whose architect was Dr. James Wattenberger of the University of Florida. By 1972, this Master Plan was fully implemented with the opening of Pasco-Hernando Community College, the twenty-eighth community college to be established

in Florida. FIGURE 2 shows the geographic location of the colleges and the counties served by each district.

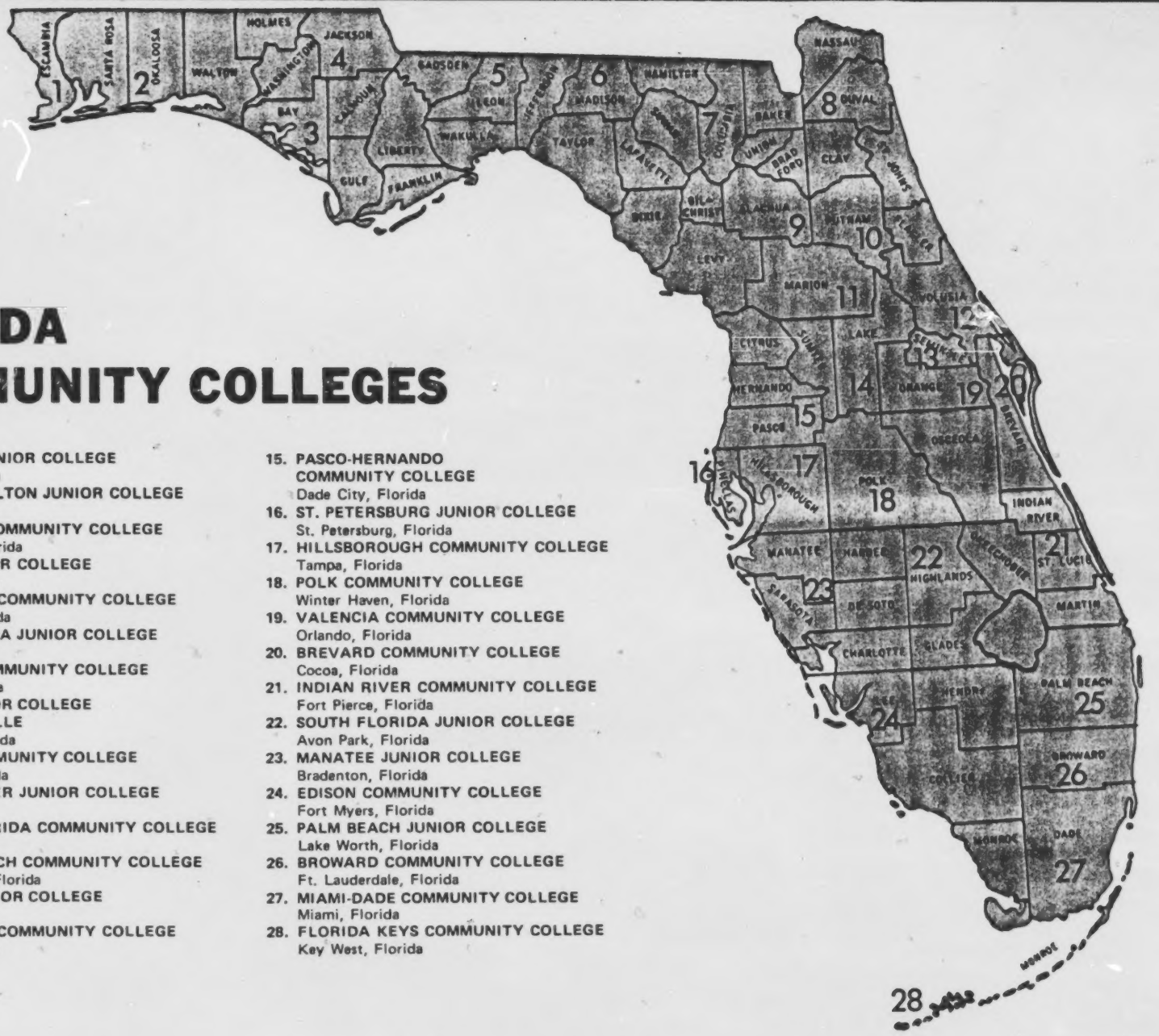
From the outset, Florida's community colleges have been designed by law and regulation as comprehensive institutions. The Florida Statutes provide that the community colleges shall serve the post-high school educational needs of local communities by providing education in three major areas:

1. College transfer or parallel to the freshman and sophomore years of the universities;
2. Technical and vocational programs;
3. Community Services.

In accord with their objectives, it is interesting to note that of the more than 250,000 persons who were served by Florida's community colleges in the 1969-70 academic year, 50% were enrolled in college transfer programs and courses, 28% were in vocational programs and 22% were enrolled in non-credit adult and community services course (Hurley, 1971).

The State Board of Education of Florida, the chief policy-making and coordinating body of public education in Florida, oversees nine senior institutions and all twenty-eight community colleges. Since Florida's community colleges are local institutions operated by local Boards of Trustees and at the same time part of the state system of public education, their organization necessarily involves several entities. The State Board of Education of Florida was created in 1885, and its membership was increased from five to seven by the revised

FLORIDA
COMMUNITY COLLEGES



1. PENSACOLA JUNIOR COLLEGE
   Pensacola, Florida
2. OKALOOSA-WALTON JUNIOR COLLEGE
   Niceville, Florida
3. GULF COAST COMMUNITY COLLEGE
   Panama City, Florida
4. CHIPOLA JUNIOR COLLEGE
   Marianna, Florida
5. TALLAHASSEE COMMUNITY COLLEGE
   Tallahassee, Florida
6. NORTH FLORIDA JUNIOR COLLEGE
   Madison, Florida
7. LAKE CITY COMMUNITY COLLEGE
   Lake City, Florida
8. FLORIDA JUNIOR COLLEGE
   AT JACKSONVILLE
   Jacksonville, Florida
9. SANTA FE COMMUNITY COLLEGE
   Gainesville, Florida
10. ST. JOHNS RIVER JUNIOR COLLEGE
    Palatka, Florida
11. CENTRAL FLORIDA COMMUNITY COLLEGE
    Ocala, Florida
12. DAYTONA BEACH COMMUNITY COLLEGE
    Daytona Beach, Florida
13. SEMINOLE JUNIOR COLLEGE
    Sanford, Florida
14. LAKE-SUMTER COMMUNITY COLLEGE
    Leesburg, Florida
15. PASCO-HERNANDO
    COMMUNITY COLLEGE
    Dade City, Florida
16. ST. PETERSBURG JUNIOR COLLEGE
    St. Petersburg, Florida
17. HILLSBOROUGH COMMUNITY COLLEGE
    Tampa, Florida
18. POLK COMMUNITY COLLEGE
    Winter Haven, Florida
19. VALENCIA COMMUNITY COLLEGE
    Orlando, Florida
20. BREVARD COMMUNITY COLLEGE
    Cocoa, Florida
21. INDIAN RIVER COMMUNITY COLLEGE
    Fort Pierce, Florida
22. SOUTH FLORIDA JUNIOR COLLEGE
    Avon Park, Florida
23. MANATEE JUNIOR COLLEGE
    Bradenton, Florida
24. EDISON COMMUNITY COLLEGE
    Fort Myers, Florida
25. PALM BEACH JUNIOR COLLEGE
    Lake Worth, Florida
26. BROWARD COMMUNITY COLLEGE
    Ft. Lauderdale, Florida
27. MIAMI-DADE COMMUNITY COLLEGE
    Miami, Florida
28. FLORIDA KEYS COMMUNITY COLLEGE
    Key West, Florida

FIGURE 2

state constitution adopted in November, 1968. Its authority for corporate status also is from the constitution.

This board consists of seven ex-officio members designated by Chapter 299.012 of the Florida Statutes as: the Governor, the Secretary of State, the Attorney General, the State Treasurer, the Commissioner of Education, the State Comptroller, and the Commissioner of Agriculture. The State Board's powers are to:

1. Appoint a state community college council;
2. Prescribe minimum standards for community colleges;
3. Approve planning and construction of facilities;
4. Authorize the matriculation or tuition fees to be charged to students;
5. Adopt regulations relating to preparation and approval of community college budgets;
6. Adopt regulations for community college teachers relating to certification, tenure, leaves of absence of all types, including sabbaticals, etc.

The State Community College Council is made up of seven members from the citizenry appointed by the State Board. This council has the responsibility for recommending statewide policy regarding the operation of community colleges particularly in matters of interinstitutional cooperation and coordination. The Department of Education acts as an administrative and supervisory agency and provides professional leadership and guidance in carrying out prescribed policies, procedures and duties. The State Commissioner of Education,

as secretary of the State Board of Education, has general and specific responsibilities relating to community colleges including the budget approval. The District Board of Trustees is the corporate body created under statutes to govern and operate the community college. The Division of Community Colleges has a threefold mission:

1. Implementation of laws and regulations while serving as an advisory group to the State Board and the Legislature;
2. Maintenance of an effective dialogue with other divisions to assure cooperation at all levels;
3. Leadership of the community college system, rather than regulation, with the Division acting as a major contributor to the Federal-State-local partnership in the community college system.

The Council of Presidents develops recommendations on matters which effect community college and transmits these to the State Council or to the Division of Community Colleges. The Council of Academic Affairs serves in an advisory capacity to the Council of Presidents by developing recommendations of statewide concern in academic matters. The Council of Business Affairs develops recommendations for the Presidents' Council on Financial and Business Affairs. The Council of Student Affairs develops recommendations of statewide concern relating to student affairs matters, and through the Chairman, transmits these to the Council of Presidents.

Lee Henderson (1973), Director of the Division of Community Colleges, Florida, noted:

> The responsibilities and activities of the state agency can be categorized as (1) those directed toward maintaining the effectiveness and efficiency of present educational practices as directed by statutes, regulations, and professional standards, and (2) those directed toward identifying, developing, and encouraging new or improved procedures and practices in educational institutions (p. ix).

In addition to the general commitment of community colleges to adult education, Henderson further stated that the public community colleges have as a definite goal to provide programs of continuing education and community services to meet the needs of the local community:

1. Citizenship Instruction
2. Non-Vocational Instruction - Enrichment-Cultural
3. Adult, Elementary and Secondary
4. Other Community Services.

In a recently completed study, Little (1975) sought to identify and priortize the goals for community services programs in Florida's twenty-eight community colleges. He asserted that community service administrators in Florida showed greater concern with the activities related to formalistic educational offerings. Although a strong commitment to the concept that learning is a lifelong process was displayed, emphasis was placed on program (courses) rather than process (community development). Additionally, high priorities were given to the day-to-day management activities of a program.

In an unpublished dissertation, Mitchell (1972) compiled

a program guide on community services programs in all of the State colleges. The information was arranged on the basis of the four major objectives of community services programs identified by Harlacher (1969). A review of this guide clearly confirms that Florida's colleges are diverse with respect to program offerings, enrollments, and the scope of services rendered. This diversity is primarily attributable to local needs and conditions as well as the colleges allocation of resources to community services programming.

Polk (1973) noted that cooperation is the key word that describes the relationship between Florida Junior College (FJC) at Jacksonville and the District community school program. The program in adult continuing education at FJC is one of the largest in the State with more than 800 classes district-wide and reaching over 25,000 persons. Many educators throughout the State cite the community college and community school relationship in that district as excellent. Humphrey (1973) reported that community schools are a good investment. He stated that Florida Junior College reported monies returned from the State Department of Education were $200 more than FJC had invested in the first five pilot schools. Numerous articles appeared in the March, 1973 issue of the Community Education Journal which further attest to the "Jacksonville Story" about the relationship between a community college and the community schools of Jacksonville.

Logsdon (1972) may have had Jacksonville and Florida Junior

College in mind when he stressed that the entire community should become the community college plant. This probably best described the FJC community school relationship in Jacksonville. However, this generalization may not be valid for the other twenty-seven colleges in Florida.

Community colleges in Florida serve a very heterogeneous population and its community services programs have developed in a fashion that match their consumers. Some are large and have extensive resources, while others with more modest means and smaller enrollments concentrate in speciality areas such as serving prisoners or senior citizens.

Recently, regulations have been enacted which effect finance, instruction and administration of community services programs in Florida. These regulations will influence significantly the direction and role of community services programs in Florida's colleges from Pensacola to Key West. Appendix A describes the finance guidelines for obtaining funding for "4100" citizenship non-credit instruction. In addition, "4200" courses, recreational and/or leisure studies will receive no state funding and must be self-supporting at one-hundred twenty-five percent of the instructor's salary.

Community Schools in Florida

During the 1970 session of the Florida Legislature, Representative Robert Graham (now a Senator) from Dade County and Senator John Broxson from Escambia County introduced companion bills in their respective houses on community education which resulted in the Florida Community School Act of 1970. As part of the Act of 1970 and to assure quality in community school directors, the Department of Education contracted with Florida Atlantic University for the development of a training program for individuals planning to become community school directors.

According to an annual report published by the State Department of Education (1974), the responsibility for implementing the Florida Community School Act of 1970 (F.C.S.A.) was assigned to the Bureau of Curriculum and Instruction of the Division of Elementary and Secondary Education. A mission statement related to the implementation of the Act during fiscal year 1971-72 was prepared, management objectives derived and a management structure was created. As previously indicated (Chapter I, p. 4), the first fiscal operational year was 1971-72. Six of sixteen applications were funded from a $150,000 appropriation.

For the 1975-76 fiscal year, the Florida Legislature appropriated $1,612,392 for funding thirty-eight out of the sixty-seven in the State. An AP story in the Tampa Tribune of July 3, 1975 reported that $6,000 was the minimum allocation for partial payment of salaries for community school

coordinators. The Florida Community School Act of 1970 provided that grant funds may only be used to support up to one-half, but not more than $6,000 of the salary of a community school coordinator. Ralph Turlington (1975), Commissioner of Education, reported that the twenty-nine counties which did not receive funds, lack community education programs. TABLE 2 illustrates the level and scope of funding for fiscal year 1974-75. TABLE 3 provides similar projected data through 1980-81.

Floyd T. Christian (1971), former Commissioner of Education in Florida, enthusiastically supporting the concept of community education at the Southeastern Regional Conference, indicated he had always believed that the schools belong to the people--all the people and that even before he became Florida's Chief State School Officer, he did what little he could to make education more responsive to the people and to the community. He continued, "I think community education and community schools are beginning to demonstrate that governmental agencies and people can work together in ways which result in less duplication of the services which government provides and the things people need and use" (p. 49). He further stated that community education in Florida began in 1961 when the first community school was established in Dade County based on the Flint, Michigan, Mott Foundation model.

Educational leaders from Dade County visited the Flint, Michigan community education program. Mr. Louis T. Tasse,

TABLE 2

Community School Program Summary
FY 1974-75

	(1) Intent To Apply	(2) Application Submitted	(3) No. C. S. Projected	(4) Amount Grant Requested FY 1974-75	(5) Do Not Intend To Apply	(6) No Response
Alachua	x		9	$ 54,000		
Baker	x	x	1	6,000		
Bay						x
Bradford	x	x	2	11,000		
Brevard	x	x	12	60,000		
Broward	x	x	24	132,000		
Calhoun	x	x	5	6,000		
Charlotte	x	x	4	24,000		
Citrus	x	x	2	6,000		
Clay					x	
Collier	x	x	8	48,000		
Columbia	x		2	12,000		
Dade	x	x	75	450,000		
DeSoto	x		1	6,000		
Dixie						x
Duval	x	x	45	270,000		
Escambia	x	x	7	42,000		
Flagler					x	
Franklin						x
Gadsen						x

TABLE 2--Continued

	(1) Intent To Apply	(2) Application Submitted	(3) No. C. S. Projected	(4) Amount Grant Requested FY 1974-75	(5) Do Not Intend To Apply	(6) No Response
Gilchrist						x
Glades						x
Gulf						x
Hamilton	x	x	1	6,000		
Hardee						x
Hendry	x	x	1	6,000		
Hernando	x	x	4	18,142		
Highlands					x	
Hillsborough	x	x	14	84,000		
Holmes						x
Indian River						x
Jackson						x
Jefferson					x	
Lafayette						x
Lake					x	
Lee						x
Leon	x	x	1	6,000		
Levy						x
Liberty						x
Madison						x
Manatee						x
Marion	x	x	4	23,250		
Martin	x	x	2	12,000		
Monroe	x	x	13	78,000		
Nassau						x
Okaloosa	x	x	4	24,000		
Okeechobee						x

TABLE 2--Continued

	(1) Intent To Apply	(2) Application Submitted	(3) No. C. S. Projected	(4) Amount Grant Requested FY 1974-75	(5) Do Not Intend To Apply	(6) No Response
Orange	x		6	36,000		
Osceola	x	x	1	6,000		
Palm Beach	x	x	15	90,000		
Pasco	x	x	1	6,000		
Pinellas	x	x	2	12,000		
Polk						x
Putnam					x	
St. Johns					x	
St. Lucie						x
Santa Rosa	x		3	18,000		
Sarasota	x		5	30,000		
Seminole						x
Sumter						x
Suwannee	x	x	1	6,000		
Taylor	x	x	1	6,000		
Union	x	x	1	6,000		
Volusia						x
Wakulla	x		1	6,000		
Walton					x	
Washington	x	x	1	6,000		
TOTALS	35	28	279	$1,612,392	8	24

Source: "Community Education, The Florida Community School Act of 1970," Department of Education, Tallahassee, Florida, March, 1974.

TABLE 3

Projected Community Schools By District
(FY 76-76 through FY 80-81)

	75-76	76-77	77-78	78-79	79-80	80-81	Do Not Intend To Apply	Intend To Apply 74-75 or Later	No Response
Alachua	10	12	14	16	18	20		x	
Baker	1	1	1	1	1	1		x	
Bay									x
Bradford	2	3	3	3	3	3		x	
Brevard	14	16	18	20	22	24		x	
Broward	28	28	30	30	32	32		x	
Calhoun									x
Charlotte	4	4	5	5	5	6		x	
Citrus	2	2	3	3	3	3		x	
Clay							x		
Collier	10	12	14	16	20	24		x	
Columbia									x
Dade	100	125	150	175	190	205		x	
DeSoto	1	1	2	2	2			x	
Dixie									x
Duval	50	55	60	65	70	75		x	
Escambia	10	13	16	19	22	25		x	
Flagler							x		
Franklin									x
Gadsen									x

TABLE 3--Continued

	75-76	76-77	77-78	78-79	79-80	80-81	Do Not Intend To Apply	Intend To Apply 74-75 or Later	No Response
Gilchrist									x
Glades									x
Gulf									x
Hamilton	1	1	1	1	1	1		x	
Hardee									x
Hendry	2	2	2	2	2	2		x	
Hernando	4	5	6	6	7	8		x	
Highlands							x		
Hillsborough	16	19	22	25	30	35		x	
Holmes									x
Indian River									x
Jackson									x
Jefferson							x		
Lafayette									x
Lake							x		
Lee									x
Leon									x
Levy									x
Liberty									x
Madison							x		
Manatee							x		
Marion	5	5	6	6	8	8		x	
Martin	2	2	4	4	4	4		x	
Monroe	15	15	16	16	17	17		x	
Nassau									x
Okaloosa	6	8	10	12	14	16		x	
Okeechobee									x

TABLE 3--Continued

	75-76	76-77	77-78	78-79	79-80	80-81	Do Not Intend To Apply	Intend To Apply 74-75 or Later	No Response
Orange									x
Osceola	2	4	5	5	5	5		x	
Palm Beach	17	19	21	23	25	30		x	
Pasco	4	8	12	16	20	25		x	
Pinellas	3	5	8	8	10	10		x	
Polk									x
Putnam							x		
St. Johns							x		
St. Lucie									x
Santa Rosa	3	3	4	4	4	4		x	
Sarasota									x
Seminole									x
Sumter									x
Suwannee	1	1	1	1	1	1		x	
Taylor	1	1	1	1	1	1		x	
Union	1	1	1	1	1	1		x	
Volusia									x
Wakulla	1	2	2	3	3	4		x	
Walton							x		
Washington									
TOTALS	317	374	439	489	541	590	10	30	27

Source: "Community Education, The Florida Community School Act of 1970," Department of Education, Tallahassee, Florida, March, 1974.

a product of the Flint community school program, was invited to set up a pilot operation. Burger and Tasse (1971) reported that by late 1969, twenty-two community schools were in operation in Dade County. This concept spread to other counties. Community schools were formed in Charlotte, Collier, Duval, Hillsborough, Monroe and Palm Beach counties. In 1968, Florida Atlantic University with support from the Charles Stewart Mott Foundation, organized the Center for Community Education under the leadership of Dr. V. M. (Bill) Kerensky.

Morse (1975) recently wrote that "...community education is not a uniform state-mandated, or prescribed set of activities, classes or programs" (p. 18). He stressed that the growth of community education in Florida is noteworthy and that the program has experienced strong legislative support. Morse also indicates that school districts are encouraged to formulate programs to accommodate specifically unique and identified community needs. In terms of participation during fiscal year 1972-73, there were over a million participants in almost seven hundred activities. When categorized, 21% of the participants were involved in educational activities, 69% in recreational and 10% in cultural types of activities.

Continuing, Morse relates that a most important aspect of community education was the encouragment of community agencies, organizations and groups to make use of school facilities. He indicated that during fiscal year 1972-73, community schools were used by 1,633 different organizations

on 33,346 occasions for 305,593 hours and involving a total of 867,668 people.

Morse further contends that citizen involvement is a vital aspect of community education. The extent of such involvement is demonstrated by the citizen participation in advisory councils, committees and task force associated with community schools. On a statewide basis, during 1972-73 there were ninety-six community school councils which met over five hundred times during the year, eighty-four advisory committees with over four hundred meetings and more than one hundred sixty community school task forces which met in excess of five hundred times.

The Department of Education and the Florida Association of Community Education provides various kinds of support to school districts which are operating or planning to initiate programs. Training for community education coordinators and other personnel is provided through the State University System and in cooperation with the Community Education Centers at Florida Atlantic University, the University of Florida and the University of West Florida.

At the local level, the Tampa community school program has been cited for its unique and extensive work with the community's Model Cities program. Cabrera (1973) described the community school program and activities as "one of the most dynamic projects undertaken by the Education Component of Tampa Model Cities Program" (p. 9). While the program was initiated in the inner city of Tampa, it has now expanded

to include other neighborhoods on the premise that community schools are for everyone and the record of the pilot schools in the Model Cities target area warranted expansion.

Tasse (1973) reported that the thirty-six community school centers in Dade County have provided the impetus for wider use of school facilities and making excellent community centers for the following reasons:

1. They are centrally located in each neighborhood;
2. They have facilities adaptable toward community use;
3. They have the human resources that are necessary for identifcation and solution of human problems;
4. They are owned and supported by the public;
5. They are non-political.

Tasse further stated that the community schools in Dade County have as their express purpose the development of processes which allow people to help themselves. Their function is to integrate the many resources now existing in the community, encouraging new ones, and assisting all groups to become more effective in bringing needed and desired services to the people within their own neighborhood. Through the use of existing school buildings, duplication of facilities and efforts can be reduced, at the same time increasing the level of services in the school community while economizing on the overall cost.

Summary

Until recently, community colleges and community schools have operated as separate entities. While they have had common commitments, they usually served different clients. Myran and Solloway (1971) distinguished the two fields this way: "The community colleges, through community services, places more emphasis on the adult learner, on occupational programs, and on a community problem solving orientation. The community school philosophy appears to place more emphasis on the family and on the home, on programs for children and on neighborhood related activities" (p. 44).

These distinctions seem to be breaking down in Florida and there is a danger of an overlap of effort, duplication of services and competition for participants in college districts where both institutions co-exist. While it may not be possible to differentiate always the philosophies of the two fields, Myran and Solloway noted that practical realities determine the programs and activities of both institutions. Who got there first? Who has the financial-resources and staff? Who has established legitimacy in the minds of the community? Who has the ambition, guts and philosophy?

Weiss (1974) in his recent study between the community colleges and community schools found an urgent need for coordination and cooperation. He also encountered considerable disagreement over the specifics of cooperation in the areas of cooperation in the areas of finance, administration and leadership. Gleazer (1975) contended that community colleges

and community schools have developed many similar objectives and characteristics but with a minimum of contact in most places and sometimes a competitive relationship in others. As guest editorialist for the January-February, 1975 issue of the Community Education Journal, he stated that the American Association of Community Junior Colleges (AACJC) must initiate discussions with the leadership of the community school movement. The leadership of the National Community Education Association responded and the leaders of the two associations recently spent time examining common goals, listing common differences and points of potential friction.

As a result, the 1975 January issue of the Community Education Journal was produced jointly. In the same issue of the Journal, Myran (1975) asserted that a new public mood of consumerism and accountability has created a demand that programs deliver what they promise to individuals and communities. This viewpoint has produced a measure of public disenchantment with the processes, products and costs of American education. Among these expressions of doubt and concern, Myran spotlights charges of interinstitutional competition, duplication of services and fragmentation. In Florida, the public and State Legislators have begun to notice that, in the midst of the rhetoric of cooperation and shared missions, educational agencies tend to separately pursue their own ends.

It can readily be discerned from the review of the literature that conceptually, philosophically, and in practice, community colleges and community schools are committed to the goal of providing expanded and diverse educational opportunities for lifelong learning experiences beyond high school.

Polk (1973) in describing the situation at his college (FJC) stated that neither the college or the community school can afford to assume the role of the other. "Needless anxieties arise occasionally when it is believed that the community college seeks to take over the responsibility of the community school or that the community school is attempting to gain identity by cutting other agencies from the community education function" (p. 11).

The challenge confronting the community colleges and community schools in Florida (as elsewhere) is arriving concurrently at the primary goal of community education which is serving people. Stark (1974) emphasized that only through coordination and cooperation of existing agencies and organizations can a maximum number of people be served with a minimum amount of financial and human resources.

Hence, the scope of cooperation and coordination between the community colleges and community schools in Florida is extremely important as the State seeks to develop a system which is both effective and efficient for meeting the escalating and continuing educational needs of its adult population.

Chapter Three

Methodology

This chapter details the methodology applied in determining the selection of the subjects, design of the questionnaire, processing of the questionnaire and the treatment of the data.

Selection of Subjects

In the twenty-eight community colleges in Florida there are thirty-seven full-time identifiable community services/continuing education program administrators. Seven of the colleges are multi-campus operations, each campus having its own program administrator. There are thirty-six identifiable community school program administrators in the sixty-seven school districts of Florida.

The subjects (N=67) consisted of randomly selected community college and community school administrators responsible for community services and community school programs in their respective college and school districts in the State of Florida. Group I (N=36) consisted of community college administrators responsible for community services programs in Florida's community college system. Group II (N=31) consisted of community school administrators in the county school system of Florida having an active community school program funded under the Florida Community School Act of 1970.

Participants in the study were identified from lists made

available by the Division of Community Colleges and the Community School Section of the State Department of Education. These lists were compared with a mailing list made available by the Center for Community Education at the University of Florida, Gainesville, Florida.

The demographic characteristics of the respondents did not reveal major group differences. With reference to sex, Group I and Group II had more male respondents than female. However, the differences between the male respondents in both groups were not major since Group I and Group II consisted of 75% and 85% male respondents, respectively. The marital status of the respondents was similar in both groups in that the largest percentage 93% and 86% in Group I and II respectively were married.

In reviewing the formal level of education of the respondents, no major differences were observed. At the Master's Degree level of education, Group I revealed approximately 41% in this category; in Group II, approximately 39%. At the Master's plus 30 level, Group I participants consisted of approximately 36%; Group II, approximately 42%. At the Doctoral level of education the subjects were similar with Group I at approximately 18% and Group II at approximately 19%.

To further substantiate the similarity of the two groups, a t-test of significance was performed between the mean ages of the respondents. A two-tail test of significance generated a t value of -0.28 (d.f. = 65) which was found to be non-significant ($p = < .777$). In addition, a t-test of significance

comparing the mean years of professional work experience of the two groups generated a t value of -1.82 (d.f. = 65) which was found to be non-significant statistically ($p = < .073$). With reference to years of experience in their present position, no significant differences resulted in comparing the means. A two-tail test of significance generated a t value of -1.19 (d.f. = 65) which was found to be non-significant ($p = < .242$).

From this date, one can conclude that the composition of the two groups of administrators was similar with respect to the demographic characteristics of sex, marital status, formal level of education, age, years of professional experience and number of years in present position.

Sources of Information

A questionnaire based on a previous study conducted by Weiss (1974) was constructed to measure the opinions of the respondents with reference to the scope of cooperation and coordination between community colleges and community schools in the State of Florida.

Other sources of information in this study included progress reports submitted by the community school section for the State Department of Education. The reports contain data requested by the Florida Legislature as a result of the Community School Act of 1970. Documents on enrollments and finance prepared by the Division of Community Colleges were also reviewed. Data and literature published by the Center for Community Education at the University of Florida was analyzed and included in the findings. Individual county and community college reports were solicited and where available were examined. Where formal written agreements existed between community college and community schools, these documents were carefully examined and included in the investigation. This latter source of information provided vital descriptive data on the scope of cooperation between community colleges and community schools in the State of Florida.

Design and Preparation of Questionnaire

The questionnaire consisted of two parts: Part I concerned itself with demographic data of the participants; Part II elicited the respondent's perception to forty (40) appropriate statements regarding the scope of cooperation and coordination between community colleges and community schools. Part II was further subdivided into four sections. Each section addressed itself to the specific area of: organization, items one through twelve (1-12), administration, items thirteen through twenty-two (13-22), finance, items twenty-three through thirty-two (23-32), instruction, items thirty-three through thirty-nine (33-39). Item forty concerned itself with ranking. The questionnaire utilized a Likert-type rating scale offering the respondent five choices per item. The choices were: "strongly disagree", "agree", "neither agree nor disagree", "agree" and "strongly agree."

After gaining a feel for the availability of information and the probable direction of the study, a pre-questionnaire form was developed and drafted by the investigator. The basis for this first draft was the instrument used by Weiss (1974) in his study. The pre-questionnaire form was mailed to a review panel of experts consisting of four state level administrators in the field of community colleges and community schools in Florida who were intimately familiar with the issues relating to the purpose of the study. The panel of experts who reacted to and made suggestions were the following:

1. Dr. Myron Blee, Academic Affairs Program Administrator, Division of Community Colleges, State of Florida;
2. Mr. David Ehlert, Consultant in Community Services, Division of Community Colleges, State of Florida;
3. Dr. Augustus A. Little, Associate Director, Community Education Center, University of Florida;
4. Mr. Julian Morse, Administrator, Community School Act of 1970, Department of Education, State of Florida.

The panel of experts were asked to suggest specific potential concerns within the four subject areas; organization, administration, finance and instruction. They made recommendations to the appropriateness, clarity and content of the instrument. Comments received were categorized and edited. The questions were further analyzed for ambiguity and on the second draft the instrument was reviewed by Dr. Augustus A. Little of the Community Education Center at the University of Florida. Several other staff members at the Center for Community Education at the University of Florida had an opportunity to review the second draft of the instrument. After the second review, nine items were eliminated and several minor revisions were made.

The final instrument with forty items was printed with instructions and definitions of terms (see Appendix B).

Data Collection

The questionnaire was forwarded to the identified participants in the study by first class U.S. Mail. An accompanying letter of introduction and a memorandum of support from the Center for Community Education at the University of Florida (see Appendix C) was included with the questionnaire. A self-addressed return envelope was enclosed for the respondent's convenience. Fifteen days after the first mail-out, a 78% response was received from community college administrators (Group I) and a 69% response was received from community school administrators (Group II). For participants who did not respond within fifteen days of the first mailing date, a second letter and instrument was forwarded. Within ten days after the second mailing 94% of Group I and 77% of Group II had responded. An effort was then made to personally contact by phone those participants in the study who had neglected to respond. Within fifteen days of this effort, Group I had a response rate of 97% and Group II had an 86% rate of return. The total data collection time involved a period of approximately six weeks. A minimum response rate of 75% was necessary to fulfill the requirement of the research design prior to data analysis (see Appendix D for list of all respondents).

The last step in the collection of the data was to log in and code each returned questionnaire before transferring the data to cards for computer analysis.

Design of Data Analysis

For the purposes of the statistical analysis of the responses to the questionnaire and in order to attain the objectives of the study, several statistical techniques were employed.

The analysis of Part I of the questionnaire included frequency, percentage distribution, means and standard deviations of the biographical characteristics of the respondents. A t-test between Group I and II was applied to discern differences with respect to age, years of professional work experience and years in present position.

The analysis of Part II of the questionnaire included mean and standard deviations for each of the thirty-nine variables (items). In addition, the technique of stepwise discriminant function analysis was applied to the responses provided by the two groups of administrators.

Multiple group discriminant analysis according to Rao (1952) is a formal mathematical technique for discriminating between "a priori" designated groups of individuals. Each individual in each group is measured on the same variable, and a discriminant function for each group is calculated based on the group mean for each variable and the inverse of the within-group covariance matrix.

The stepwise discriminant technique introduces variables sequentially in an order which reflects their degree of importance in discriminating between the groups. According

to Cooley and Lohnes (1971) "...the model derives the components which best separate the cells or groups of a taxonomy in the measurement space" (p. 244). Thus, the stepwise technique introduces variables sequentially in an order which reflects their importance with respect to some criterion. In discriminant analysis this criterion is the maximum separation between groups. The particular algorithm used to satisfy the above criterion computes for each variable the F statistic corresponding to the univariate analysis of variance test of equal means across both groups. The variable with the largest F is the first to be entered into the discriminant function. Next, F statistics are computed for the remaining variables for the same hypothesis, conditioned on the variables already entered. At this stage, the variable with the largest conditional F is entered into the discriminant function. For the third and all successive stages, F statistics are computed for those variables not yet in the function conditioned on the already entered variables, and the variable with the largest F is added. Also, for each variable entered, an F is computed conditioned on the other entered variables and the one with the smallest F value may be deleted if its F is less than some cutoff point, e.g. F = 0.005. At each stage the variables being considered for entry and deletion must produce an F greater than or less than some pre-chosen F value respectively. If no variable satisfies this condition, the process terminates with the

discriminant function and other calculations being used on the variables which have been entered up to that point.

The stepwise multiple group discriminant analysis was also completed on the responses with respect to the four areas of:

1. Organization (items 1-12)
2. Administration (items 13-22)
3. Finance (items 23-32)
4. Instruction (items 33-39)

The five null hypotheses which were tested in this study were:

1. There is no significant difference between the mean responses of community college (Group I) and community school (Group II) administrators with respect to the perceptions of their respective roles.
2. There is no significant difference between the mean responses of Group I and Group II with reference to program organization.
3. There is no significant difference in the mean responses of Group I and Group II with reference to the area of program administration.
4. There is no significant difference in the mean responses of Group I and Group II with reference to the area of program finance.

5. There is no significant difference in the mean responses of Group I and Group II with reference to the program of instruction.

These hypotheses were tested at the .05 level of significance.

Through the above described statistical techniques, the investigator was able to discern where the greatest differences existed with reference to the perception of roles and functions of community college and community school administrators. Having delineated the specific areas where significant differences occur, as well as having identified areas where cooperation existed, the investigator was in a position to formulate specific plans to suggest new avenues of cooperation between community colleges and community schools.

Item forty in the questionnaire solicited a rank order response to four possible alternative governance models to improved avenues of cooperation between community colleges and community schools. The responses between the respective ranking of Groups I and II were tested by applying the Kendall rank correlation coefficient as a measure of the degree of association or correlation between the two sets of ranks. Assorted opinions and commentaries were obtained from the respondents under the open ended section labeled "comments." Their remarks were compiled, clustered and considered as other indices to the overall response of item forty.

Another important dimension of this investigation was to solicit and acquire copies of those written agreements between community colleges and community schools where they existed. Seven of the twenty-eight colleges had such agreements in force. The agreements were carefully reviewed and analyzed for content with respect to the areas of facilities, fees, faculty and instructional programs.

Chapter Four

Presentation of Findings

In chapter three it was revealed that community college and community school administrators in Florida are quite similar with respect to the background characteristics of sex, marital status, age, formal education and professional work experience. The general characteristics of the respondents are presented in Appendix E.

This chapter includes descriptive statistics on the questionnaire which provide valuable information regarding the variability of the scores and complements the hypothesis testing which in this investigation was conducted primarily through group comparisons.

The statistical analyses which were employed in the treatment of the data have been described in the previous chapter. Thus, the effort here will concern itself primarily with the results of testing the pre-planned hypotheses generated by the following two basic research questions:

1. Are the perceptions of community college and community school administrators in Florida regarding cooperation and coordination similar or do they demonstrate significant differences?
2. Do the perceptions of community college and community school administrators differ significantly with reference to the specific areas of program organization, administration, finance and instruction?

Results of Hypothesis One

For reference purposes, the means and standard deviations for community college administrators (Group I) and community school administrators (Group II) responding to the questionnaire are displayed in TABLE 4.

It is interesting to note that the two groups of administrators responded towards the "agree" side of the Likert scale with a mean of 4.4 to statement number 9 dealing with "the need for cooperation between community colleges and community schools in the college districts of Florida."

An inspection of the means presented in TABLE 4 reflects that the two groups of administrators had other specific areas of agreement as well as specific areas of disagreement. Some areas of agreement included:

1. Item 8 - Gaps exist in meeting the educational needs in the college districts;
2. Item 11 - Competition between community colleges and community schools is not beneficial to the local community;
3. Items 13 & 14 - Neither community college nor community schools will lose supervision and administration of programs if there is a cooperative arrangement.
4. Item 19 - Exemplary programs of cooperation should be identified and serve as case studies.
5. Item 35 - Community school programs should use volunteer as well as paid instructors.

TABLE 4

Differential Perceptions of Community College and Community School Administrators on Thirty-Nine Selected Variables Relating to Community Education in Florida

Questionnaire Items (Part II)	Com. Col. Adm. (N=36) Mean	S.D.	Com. Sch. Adm. (N=31) Mean	S.D.
1. Community colleges and community schools should offer similar programs but not in the same localities within the college district.	2.5	1.3	3.2	1.4
2. Community colleges should offer a variety of credit and non-credit courses for all people who can benefit from them.	4.9	0.3	3.8	1.1
3. Community schools should offer courses, projects and other activities appropriate only to their immediate community needs, rather than individual or personal needs.	2.3	1.2	2.0	1.1
4. Community colleges should offer only those courses which are considered to be credit courses.	1.1	0.2	2.7	1.2

Legend: 1- Strongly Disagree 2- Disagree 3- Neither Agree nor Disagree 4- Agree 5- Strongly Agree

TABLE 4--Continued

Questionnaire Items (Part II)	Com. Col. Adm. (N=36) Mean	S.D.	Com. Sch. Adm. (N=31) Mean	S.D.
5. There are fundamental philosophical differences in the concept of the community school and the concept of community services.	2.6	1.1	3.4	1.2
6. Community schools (by themselves) should offer a wide range of credit and non-credit courses, as well as recreational activities appropriate to the local community.	2.5	1.2	3.9	1.1
7. Ideally, community schools should be as flexible as possible and should not be concerned with length of courses, beginning class dates, class hours taught and certification of instructors.	3.6	1.2	3.5	1.3
8. Significant gaps exist in meeting the educational needs of my community being served by community schools and the community colleges.	3.1	1.3	3.3	1.1
9. A need exists for cooperation between the community college programs and community school programs in the college districts.	4.4	0.9	4.4	0.5
10. Educational needs are so great in this community that little or no duplication exists.	3.3	1.4	3.0	1.1

TABLE 4--Continued

Questionnaire Items (Part II)	Com. Col. Adm. (N=36) Mean	S.D.	Com. Sch. Adm. (N=31) Mean	S.D.
11. It is educationally beneficial to the local community if there is open competition between the community college and community schools.	2.0	1.0	1.8	0.9
12. Community schools are involved in facilitating the delivery of other social services besides "education."	3.3	0.9	4.1	0.8
13. The community college will lose its supervision and administration of adult/community education programs if there is a cooperative arrangement between community schools and the community college.	1.9	0.7	2.2	0.9
14. The community school will lose its supervision of adult/community education programs if there is a cooperative arrangement between community schools and the community college.	1.9	0.6	2.2	0.8
15. Community colleges should function only on a consultant, facilitator, or catalyst level with community school programs.	2.0	0.8	2.9	1.0
16. Community colleges should be the catalyst for community school development and should offer cooperation and resources.	3.9	0.8	3.2	1.2

TABLE 4--Continued

Questionnaire Items (Part II)	Com. Col. Adm. (N=36) Mean	S.D.	Com. Sch. Adm. (N=31) Mean	S.D.
22. The laws in Florida are adequate to facilitate and promote cooperation and coordination between community schools and colleges.	3.2	0.8	3.1	1.1
23. Community colleges should pay a percentage of the local contribution towards salaries of directors/coordinators of community school programs where cooperation exists between the two institutions.	2.7	1.3	3.5	1.0
24. Community colleges should pay all of the local contribution towards salaries of the directors/coordinators of community school programs where cooperation exists.	1.8	0.7	2.1	0.7
25. Community colleges should not pay any of the local contribution towards salaries in the communities where cooperation exists.	3.1	1.3	2.5	1.0
26. Tuition and fees for courses offered by the community school programs should be the same as for corresponding courses offered by community colleges.	3.1	1.1	2.2	0.8
27. Unnecessary duplication of programs is wasting tax dollars at the local districts.	3.8	1.2	4.0	1.1

TABLE 4--Continued

Questionnaire Items (Part II)	Com. Col. Adm. (N=36) Mean	S.D.	Com. Sch. Adm. (N=31) Mean	S.D.
28. Community colleges should help to initiate community school programs in their college districts by providing some money or some personnel.	2.9	1.2	3.2	1.0
29. Community colleges and community schools are competing for the same tax dollar, resulting in competition rather than co-operation and coordination.	3.2	1.1	3.4	1.2
30. Possible tax-dollar savings resulting from a cooperative community college/community school program are overshadowed by the great need for providing a broad range of programs at different educational levels.	2.7	1.0	3.0	0.9
31. Tax dollars can be saved by having a cooperative program between community schools and community colleges.	3.8	1.1	4.0	0.6
32. The community college and the community school should have one staff member whose salary is paid by both institutions and who is responsible for the supervision of all community education and community school programs.	2.5	1.2	2.7	1.2

TABLE 4--Continued

Questionnaire Items (Part II)	Com. Col. Adm. (N=36) Mean	S.D.	Com. Sch. Adm. (N=31) Mean	S.D.
17. The State of Florida's division of community colleges should develop guidelines which would provide a frame of reference for cooperation and coordination of community colleges and community schools.	3.7	1.1	3.3	1.2
18. Community colleges and community schools should have written agreements between the governing boards of both agencies at the local level, providing the foundation for their cooperation and coordination.	3.9	1.1	3.7	1.0
19. Exemplary (effective) programs of cooperation and coordination should be identified and should serve as case studies for local adaptability.	4.1	0.6	3.9	0.6
20. A need exists for a "model" for cooperation and coordination between community colleges and community schools.	3.8	0.9	3.6	0.8
21. A need exists for cooperative in-service training programs for the professional staff of both the community colleges and the community schools in the area of mutual cooperation and coordination.	3.8	0.9	3.8	0.8

TABLE 4--Continued

Questionnaire Items (Part II)	Com. Col. Adm. (N=36) Mean	S.D.	Com. Sch. Adm. (N=31) Mean	S.D.
33. Community school programs should use only instructors certified under State Department of Education guidelines for their formal courses.	2.7	1.1	2.2	1.1
34. Community colleges should have a staff member assigned to work with directors/ coordinators of local community school programs, but they should not be responsible for the operation and management of the community school programs.	3.6	1.1	3.5	1.1
35. Community school programs should use volunteer as well as paid instructors.	4.1	0.6	4.3	0.5
36. Formal courses offered through community school programs should utilize only volunteer instructors.	1.8	0.6	1.8	0.5
37. Community colleges in cooperation with local districts should develop a training program for community school para-professionals, community school directors/ coordinators, and other related personnel.	3.8	1.0	3.6	0.8

TABLE 4--Continued

Questionnaire Items (Part II)	Com. Col. Adm. (N=36) Mean	S.D.	Com. Sch. Adm. (N=31) Mean	S.D.
38. Community colleges should restrict their courses, other activities, to those areas which require the resources of an institution of higher education, i.e., offer credit courses with approved, state certified instructors.	1.6	0.8	3.0	1.1
39. Some changes in the attitude of educators are necessary for the development of viable forms of cooperation and coordination between community schools and community colleges.	4.1	0.9	4.2	0.6

6. Item 21 - A need exists for in-service training for the professional staff of the colleges and the schools in the area of mutual cooperation and coordination;
7. Item 31 - Tax dollars can be saved by having a cooperative program between community colleges and community schools;
8. Item 39 - Changes in the attitude of educators are necessary for the development of viable forms of cooperation between community colleges and community schools.

To discern whether or not the differences between the groups were statistically significant allowing the researcher to infer overall differences between the two groups, the multivariate analysis technique of stepwise discriminant function was employed. To synthesize the previous discussion of this method of data analysis, the technique of stepwise discriminant function allows the researcher to statistically distinguish between two or more groups. It also allows the researcher to assemble a collection of discriminating variables that measure characteristics on which the groups differ, In addition, by utilizing the stepwise technique the researcher is able to determine which variables and their relative order of importance provide the greatest differences to the discrimination.

The results of the test of hypothesis one for the thirty-nine (39) items in Part II of the instrument are shown in TABLE 5. The null form of the hypothesis tested was: "There

TABLE 5

Perceptual Differences Between Community College and Community School Administrators in Florida on Thirty-Nine (39) Selected Items Utilizing the Method of Stepwise Discriminant Function Analysis

Order in Which Items Entered	Questionnaire Items	Univariate F-Ratio	d.f.	Probability
1.	4	64.02	1/65	<.001
2.	6	15.35	1/64	<.01
3.	12	5.65	1/63	<.05
4.	3	5.00	1/62	<.05
5.	1	4.21		
6.	5	3.16		
7.	33	2.64		
8.	16	1.52		
9.	20	2.26		
10.	21	3.37		
11.	39	1.53		
12.	30	1.45		
13.	34	0.95		
14.	32	0.89		
15.	36	0.94		
16.	25	1.30		
17.	18	0.80		
18.	38	0.52		
19.	29	0.38		
20.	23	0.45		

(Continued on next page)

TABLE 5 (Continued)

Perceptual Differences Between Community College and Community School Administrators in Florida on Thirty-Nine (39) Selected Items Utilizing the Method of Stepwise Discriminant Function Analysis

Order in Which Items Entered	Questionnaire Items	Univariate F-Ratio	d.f.	Probability
21.	35	0.39		
22.	11	0.28		
23.	26	0.26		
24.	15	0.28		
25.	14	0.24		
26.	17	0.21		
27.	28	0.18		
28.	37	0.19		
29.	22	0.20		
30.	27	0.14		
31.	13	0.12		
32.	10	0.03		
33.	9	0.01		
34.	2	---*		
35.	7	---*		
36.	8	---*		
37.	19	---*		
38.	24	---*		
39.	31	---*		

Overall F-Ratio = 3.89

Degrees of Freedom = 33 and 33

Probability = <.01

*F level insufficient to enter the analysis

is no significant difference between the mean responses of community college (Group I) and community school (Group II) administrators with respect to the perceptions of their respective roles. TABLE 5 shows the relative importance of the thirty-nine (39) variables according to the order in which they enter the stepwise analysis. Limiting community colleges to offering only credit classes (item 4) and community schools by themselves offering courses (item 6) contribute most heavily to the discrimination. Community schools offering other social services (item 12) and community schools offering only programs for their immediate community needs (item 3) entered next in that order.

Since the discriminant function analysis yielded a significant overall difference ($p < .01$) between the two groups of administrators, null hypothesis one was rejected. Community college administrators when compared with community school administrators in Florida demonstrate a significant difference in their overall perception of their roles as community educators. By referring to the results of the stepwise discriminant function technique those variables (questionnaire items) which contributed the greatest to the discrimination and their relative order of importance can be discerned.

Results of Hypotheses Two, Three, Four and Five

The findings reported in TABLE 6 reveal that there is a significant difference between the two groups of administrators in their perception of roles in the area of program organization. In this comparison, the two groups were compared on the first twelve (12) items in the questionnaire relating to organizational roles. With an overall F-ratio of 11.74 and an associated probability of $p<.001$, null hypothesis two was also rejected and the alternate hypothesis accepted, indicating that the two groups of administrators differed on their perceptions relative to the area of program organization. The stepwise discriminant function analysis revealed which variables contributed the greatest to the discrimination and their relative order of importance. An inspection of TABLE 5 (all thirty-nine items) and TABLE 6 (first twelve items) indicates that the items yielding the greatest discrimination are identical for the first six items entered in both tables. Thus, it is in the areas of organizational roles or "turfdom" that the greatest differences occur between the two groups. TABLE 6 also shows that in the area of program organization (item eight), "significant gaps exist in meeting the educational needs of community" had an F level insufficient to enter the analysis, indicating that the two groups had a high degree of agreement on this item.

From an examination of TABLE 7, it is evident that there is a significant difference between community college and community school administrators in the area of program administration. Here the ten items relating to program administration

TABLE 6

Perceptual Differences Between Community College and Community School Administrators in Florida on Twleve (12) Selected Items in the Area of Organization Utilizing the Method of Stepwise Discriminant Function Analysis

Order in Which Items Entered	Questionnaire Items	Univariate F-Ratio	d.f.	Probability
1.	4	64.02	1/65	<.001
2.	6	15.35	1/64	<.01
3.	12	5.65	1/63	<.05
4.	3	5.00	1/62	<.05
5.	1	4.21	1/61	<.05
6.	5	3.16		
7.	2	0.74		
8.	11	0.47		
9.	10	0.18		
10.	9	0.10		
11.	7	0.02		
12.	8	---*		

Overall F-Ratio = 11.74

Degrees of Freedom = 11 and 55

Probability = <.001

*F level insufficient to enter the analysis

TABLE 7

Perceptual Differences Between Community College and Community School Administrators in Florida on Ten (10) Selected Items in the Area of Administration Utilizing the Method of Stepwise Discriminant Function Analysis

Order in Which Items Entered	Questionnaire Items	Univariate F-Ratio	d.f.	Probability
1.	15	15.36	1/65	<.01
2.	16	4.05	1/64	<.05
3.	21	3.66		
4.	18	1.62		
5.	14	0.60		
6.	13	1.31		
7.	19	0.31		
8.	17	0.13		
9.	20	0.10		
10.	22	0.04		

Overall F-Ratio = 2.73

Degrees of Freedom = 10 and 56

Probability = < .01

were compared by again applying the technique of stepwise discriminant function analysis.

The results of this computation comparing Groups I and II on questionnaire items (13-22) generated a significant overall difference ($p < .01$) between the two groups. Therefore, null hypothesis three was also rejected. Therefore, revealing that the two groups of administrators differed in their overall perception to the questionnaire items dealing with program administration.

Since the technique of stepwise discriminant function analysis was used, we were able to determine which items contributed the greatest to the discrimination and their relative order of importance. The questionnaire items providing the greatest discrimination between the two groups in the area of program administration were items fifteen and sixteen. These two items limit the role of community college to consultant, facilitator and catalytic agent in the area of community education. The item generating the least discrimination was item twenty-two which indicates that both groups tend to agree that "the laws in Florida are adequate to facilitate and promote cooperation."

In TABLE 8, the results of comparing the two groups in the area of program finance are presented. In this comparison, an overall F-ratio of 2.24 with an associated probability of $< .05$ was generated. Therefore, the null form of the fourth hypothesis was also rejected. The alternate hypothesis, that

TABLE 8

Perceptual Differences Between Community College and Community School Administrators in Florida on Ten (10) Selected Items in the Area of Finance Utilizing the Method of Stepwise Discriminant Function Analysis

Order in Which Items Entered	Questionnaire Items	Univariate F-Ratio	d.f.	Probability
1.	26	11.77	1/65	<.01
2.	31	4.37	1/64	<.05
3.	23	2.29		
4.	25	2.15		
5.	32	0.56		
6.	28	0.67		
7.	24	0.28		
8.	27	0.29		
9.	30	0.22		
10.	29	0.01		

Overall F-Ratio = 2.24

Degrees of Freedom = 10 and 56

Probability = < .05

the two groups were significantly different on their perception of those items relating to program finance was accepted. The information presented in TABLE 8 displays the result of having employed the technique of stepwise discriminant function analysis. The item in this section of the questionnaire which made the greatest contribution to the differences between the two groups was item twenty-six relating to "uniform fees" by the colleges and the schools. The least discrimination between groups occurred on item twenty-nine stating that "the schools and colleges are competing for the same tax dollar resulting in competition rather than cooperation and coordination."

As shown in TABLE 9, hypothesis five was also tested in null form by once again utilizing the technique of stepwise discriminant function analysis.

Again, the overall F-ratio generated in the analysis yielded a significant overall difference ($p<.01$) between the groups on the seven questionnaire items which relate to the area of instruction. Once again, we were able to discern which items in this section contributed the greatest to the discrimination between the groups and their relative order of importance.

Questionnaire item thirty-eight contributed the greatest to the discrimination between the groups. It related to limiting community colleges to credit courses and certified instructors. Item thirty-six did not generate an F level sufficient to enter the analysis. Thus, both groups tended to agree that community schools should not limit their staff to only volunteer instructors.

TABLE 9

Perceptual Differences Between Community College and Community School Administrators in Florida on Seven (7) Selected Items in the Area of Instruction Utilizing the Method of Stepwise Discriminant Function Analysis

Order in Which Items Entered	Questionnaire Items	Univariate F-Ratio	d.f.	Probability
1.	38	39.69	1/65	<.001
2.	35	3.45		
3.	39	1.37		
4.	33	1.17		
5.	37	1.16		
6.	34	0.12		
7.	36	---*		

Overall F-Ratio = 8.04

Degrees of Freedom = 6 and 60

Probability = < .01

*F level insufficient to enter the analysis

Other Findings

The previous tables (5,6,7,8,9) and findings have delineated the areas of major differences between community colleges and community schools in Florida, and have focused on those areas in which cooperation existed. The investigator chose to ask the respondents in the study to rank order their preference as to who should have the responsibility of coordinating adult community education within a college district. In question #40 the following four alternatives were provided:

1. The local school districts;
2. The community college district;
3. The State Department of Education;
4. The local coordinating council for vocational, technical and adult education.

TABLE 10 displays the frequency and percentage distribution of respondents who ranked each of the four alternatives as their first choice. As one might have predicted, Group I preferred the community colleges to have the responsibility and Group II preferred the community schools (44.4% and 71.0%, respectively). A further inspection of TABLE 10 shows that both groups ranked the State Department of Education as the least desirable first choice for assuming the responsibility for establishing a coordinated relationship between the colleges and the schools (5.6% and 9.6%, respectively). It is noteworthy to observe that Group I is widely dispersed in its first choice preference and that Group II is much more unified. Kendall's rank correlation (t) was computed for the four alternative governance models

TABLE 10

Frequency and Percentage Distribution for Community College and Community School Administrators in Florida on First Choice Preference of Governance Models for Developing Cooperation

Statements	Group I (N=36) N	%	Group II (N=31) N	%
Local School Districts	3	8.3	22	71.0
Community College Districts	16	44.4	0	0.0
State Department of Education	2	5.6	3	9.6
Local Coordination Council	14	38.9	6	19.4
No Response	1	2.8	0	0.0
Total	36	100.0	31	100.0

TABLE 11

Results of Kendall Correlation Coefficient for the Rank-Ordering of Item #40 Relating to Who's Responsible for Coordinating Programs Within a College District (N=67)

Variable	41	42	43
40	-.409 p =.001	-.067 p =.213	-.293 p =.001
41		-.266 p =.001	-.034 p =.342
42			-.208 p =.006

Legend: 40 - Local School District
41 - Community College District
42 - State Department of Education
43 - Local Coordinating Council

presented in item #40 of the questionnaire with the results presented in TABLE 11.

The correlation coefficients in TABLE 11 represents the degree of relation between all possible groupings of community college and community school administrators for assigning the responsibility of cooperation within a college district. In order to obtain a correlation coefficient of 1.0, the rank order for the two groups would have to be identical on all items. A correlation coefficient of -1.0 would be computed by this test only if the ranking by the two groups were in completely reverse order. From the correlation matrix presented in TABLE 11, it is evident that four of the six cells are correlated negatively at a significance level of .05 or less.

Another important aspect of this investigation was to solicit and acquire copies of written agreements which existed between community colleges and schools in Florida. Seven of the twenty-eight community college districts in Florida responded that they had some sort of written agreement with the local school districts regarding adult and/or community education. These colleges were Florida Junior College at Jacksonville, Santa Fe Community College, Valencia Community College, Central Florida Community College, Tallahassee Community College, North Florida Junior College and St. Johns River Junior College.

Three or four colleges indicated that a dialogue was underway with the local school districts to develop written agreements.

While no written agreements existed between the majority of the colleges and the local school districts, it is important to note that eighteen colleges indicated that they offered programs in local schools without a written agreement and have done so for many years. With reference to the use of school facilities, this seems to be an area of commendable cooperation throughout Florida despite the lack of written agreements which is to say, that the red tape of written agreements has not prevented or prohibited cooperation in the use of school facilities. The extent of the use of school facilities was not assessed but there appears to be considerable variation among college districts depending on the nature and kinds of curricula offered.

The investigator was able to obtain and carefully review six of the documents which could be classified as written agreements between the community colleges and the community schools. The six documents varied considerably in content and style. Two of the documents (Florida Junior College and Santa Fe Community College) were more specific, comprehensive and action-oriented than the other four (see Appendix F and G).

Recently, in the college district served by Florida Junior College (FJC) a new and significant development has taken place relating to community education. On March 3, 1975, the City of Jacksonville approved an ordinance (#75-109-68) on "Cooperative Community Education Programs", which establishes a community education consortium between the City of Jacksonville and the

Duval Community School Board (see Appendix F). An examination of this agreement or ordinance reveals that the City and the School Board are going to tackle the problems of cooperation and coordination as it pertains to community education in a very direct and novel way via the use of an independent consortium. An examination of this document reveals that the role of FJC is not clearly defined nor delineated except for the President of FJC being on the nine member Community Education Council. Whether the consortium will succeed in expanding and improving the spirit of cooperation between that college district and the community schools in Jacksonville remains to be seen.

The Santa Fe Community College and Alachua County Schools agreement is brief but potent (see Appendix G). This arrangement has been lauded by many professionals as an example of a prototype for study by other college districts. One notable outcome of this agreement is an extensive joint publication on community education programs which is mailed periodically to every household in Alachua County.

The Central Florida Community College and Marion County School Board agreement (see Appendix H) is very precise in the area of organization and course offerings which is at the root of the problem in some areas of the state. The remaining three agreements relate primarily to the cooperative relationship between the colleges and the local districts with reference to vocational education program offerings in the various communities.

Summary

In summary, the investigator found that there are significant differences regarding the perceived roles of community college and community school administrators in Florida. These differences between the administrators of community colleges and community schools cut across the areas of organization, administration, finance and instruction with the major differences occurring in the area of organization. Both groups of administrators responsible for programming tend to favor the local coordinating council for vocational, technical and adult education as the forum responsible for improving methods of cooperation and coordination in the local college and school districts of Florida. Written agreements between community colleges and community schools in Florida are few in number and tend to be quite varied in scope and content.

During the time-span of this study (August, 1974 to July, 1975) members of the Florida Legislature continued to express concerns about the organizational delivery systems used by universities, colleges, and schools to provide adult continuing education/community services to Floridians. The 1975 Spring session of the Florida Legislature (April and May) saw intensified pressures on this subject with the introduction of several punitive bills which limited funding, prohibited advertisements and would have created a new bureaucratic system responsible for adult educational activities.

Today, in Florida, educators are in a very defensive posture with decreasing state support for programs, salary

freezes for all state employees, and continued attacks on education by leaders in the legislature as well as less than friendly editorials in the press. The community colleges and the community schools are in the path of these gale-force political winds.

This study was not conceived or undertaken as an academic exercise to test a theoretical hypothesis. Rather, the issues are real and the concerns are wide-spread. Prior to this study, the data-base on the relationships between community colleges and community schools in the state was sketchy and elusive. The findings presented in this chapter contributes information on which to develop sound premises to chart a course of action which can survive the turbulence of the existing environment.

Chapter Five

Discussion and Implications of Findings

Discussion

This study provides an insight into the scope of cooperation and coordination between community colleges and community schools in the State of Florida. By providing a quantitative assessment of the perceived roles of existing relationships, the analysis yielded comparisons of the perceptions of community college and community school administrators with reference to the specific areas of program organization, administration, finance and instruction. The importance of acquiring, assembling and reviewing available sources of information and materials related to community services and community schools in Florida's twenty-eight community college districts is unique and an important contribution of data. Based upon the design of the study and the findings reported in Chapter Four, certain conclusions have been generated, taking into account the basic assumptions and limitations inherent in a study of this nature.

The purpose of the literature review was to establish a conceptual framework within which to examine the responsibility for providing "community education" and to arrive at some definitions and meanings for such terms as "community services", "community education" and "community school". The literature search revealed that the responsibility for providing "community education" experiences is a shared one

depending on the locale, the resources available and the personality traits of the persons in the system functioning as administrators. Cohen (in press) charges that the term "community" is a rather ambiguous one with little common meaning and where not even an episodic sample of community occurs whereby groups coalesce, generate and reform around successive interests and issues. The vagueness of the term community coupled with such words as "services", "schools" or "education" does not yield precise definitions and clarity of meaning. Thus, from the analysis of the literature review it is virtually impossible to arrive at a set of common definitions and meanings of these basic terms. However, the literature review did reveal clearly that what appears to be a state or local problem is national dilemma. That is to say, the authors and/or leaders of the major published works in the fields of community services and community schools have developed their wares along parallel paths during the past twenty years with few commonalities existing between the two groups. Each sector, community colleges and community schools have cultivated the Kellogg and Mott Foundations as sources of support; each sector has its own cult of authors, professors of education and evangelists; each publishes a journal and two separate professional associations promote their so-called "movements". Only very recently (January, 1975), has there been any serious effort to establish a meaningful dialogue at the national level by leaders of both

groups. The continuation of this national truce or policy of "detente" is a welcomed and refreshing event at the state and local levels and could be a significant force in overcoming the inertia which separates community colleges and community schools at the operational level. It can readily be inferred from the review of the literature that conceptually, philosophically and in practice, the community colleges and the community schools are committed to the goal of providing expanded and diverse educational experiences for the lifelong learning process.

In Florida, the community colleges through community services place major emphasis on the adult learner, on occupational short courses and programs, and on a community problem solving orientation. At the same time, the community schools in Florida appear to focus on the family, home economics, recreation and cultural activities for children and adults as well as providing the school's physical plant for neighborhood related avocational activities such as club meetings, scouts, etc.

It is only by maintaining these distinctions and by clearly and unequivocally enunciating them that the colleges and the schools in Florida can avoid the charge of duplication of effort and services and competition for participants. Duplication of services and the wasteful use of tax dollars are two charges that are currently being leveled more frequently at community colleges and community schools. The first change,

that of duplication of services, cannot be substantiated on a statewide wholesale basis. There may be some occasional course or an activity occurring at both institutions in the same locale but compared to the total scope of activities offered and the thousand of participants served, it is microscopic. Nevertheless, it is precisely on this issue that the case must be developed for the establishment at each local college district a coordinating body to review offerings, arbitrate disputes and provide the much needed research efforts to assist with programming and providing a forum for the exchange and development of curriculums. The findings of this study substantiate the contention that the local Coordinating Council for Vocational-Technical and Adult Education is the most viable and appropriate vehicle to undertake the task of coordinating the programs between community colleges and community schools. Appendix I describes the State regulations regarding the Council. Additionally, the Council should be fortified with the addition of a small paid staff to:

1. Review local programs periodically and with regularity;
2. Conduct local needs assessment studies;
3. Function as a local clearinghouse on adult/continuing education offerings in the community;
4. Determine gaps where services are not being provided to the local community.
5. Publish an annual report including goals, objectives and achievements.

Both community colleges and community school administrators in Florida tend to support and desire this "beefed-up" role of the local coordinating council.

This study further revealed that community college and community school administrators perceived their roles significantly different regarding cooperation and coordination with reference to the specific areas of program organization, administration, finance and instruction. This study employed a multivariate analysis methodology that sought to analyze the complex interrelationships which existed in the State between the two groups. Applying the technique of stepwise discriminant function analysis, the study revealed that the major perceived differences between Groups I and II occurred in the area of organization (see TABLE 5) and that the variables (items) making the greatest contribution to the discrimination revolved around "who offers what" or "turf" as it relates to programming. While the differences were significant with respect to most of the variables tested, it is encouraging to note that both groups agreed with the following:

1. A need exists for cooperation and coordination between the community colleges and the community schools.
2. Tax dollars can be saved by having a cooperative effort between community schools and community colleges.
3. Exemplary (effective) programs of cooperation and coordination should be identified and should serve as case studies for other locales.

4. Significant gaps exist in meeting the educational needs of communities being served by community schools and the community colleges.
5. Ideally, community schools should be as flexible as possible and should be concerned with length of courses, beginning class dates, class hours taught and certification of instructors.
6. Community colleges should offer a variety of credit and non-credit courses for all people who can benefit from them.
7. Educational needs are so great in the local community that little or no duplication exists.

Other sources of information, reports, state guidelines, and documents such as written agreements revealed major differences among the college districts. This was to be expected, given the historical legacy and emphasis on local autonomy and control by the Division of Community Colleges in Florida. Such variation in content and style of the available written agreements provides a possible area for statewide development and attention. On the other hand, uniform agreements may tend to strengthen state bureaucratic management of local affairs and weaken the position of local control and local initiative.

Given that not all of the findings of this study are couched in statistical manipulations, the genuine concern expressed by all the respondents in this study should be emphasized. Finally, this study offers a foundation for a better understanding of both the origin and the status of community

college and community school relationships in Florida and a viable solution.

Implications

The implications of this study are presented by relating the basic findings to the larger problems of developing an effective and efficient articulatory process for establishing meaningful cooperative and coordinated relationships between community colleges and community schools throughout the peninsula of Florida. Motivating the Coordinating Councils into an activist role in matters relating to cooperation and coordination of services is a major challenge confronting community colleges and community schools. The urgency for propelling the Coordinating Councils into this expanded role cannot be understated or minimized.

The creation of a climate where cooperation and coordination in all the college districts is the rule rather than the exception should be emphasized. That this climate needs to be created is obvious, that the public deserves it is clear, that the legislature will expect nothing less should be understood by all.

Recommendations for Further Research

The mandate of the data collected in the study is clear. More research in the area of cooperation and coordination between community colleges and community schools should be conducted. Weiss (1974) carried out the first national study (five states) and now this study has surveyed an entire state comprised of twenty-eight college districts. Among the areas deserving further investigation are the following:

1. A replication of this study is needed in another state having an extensive community college system with an active community school program, such as Michigan, Georgia or Texas.
2. An assessment of the currently operating local coordinating councils for vocational/technical and adult education in Florida is needed.
3. Further investigation should be conducted to determine and isolate exemplary "models" of cooperation and coordination between community colleges and community schools.
4. A systematic analysis of funding processes and formulas to provide for "incentives" which reward cooperative and coordinated relationships should be explored.

Echoing simplistic solutions to complex problems will not resolve the issues associated with providing lifelong learning experiences for a population in Florida where the median age

continues to increase and the birth rate approaches stagnation. Florida is no longer a rural sparsely populated agricultural state. Rather, it has emerged as a major state with three population centers (Miami, Jacksonville, and Tampa-St. Petersburg) soon evolving into a single megalopolis. This adult population is currently weathering the storm of raging inflation, double-digit unemployment and a virtual paralysis of the construction industry. With many legislators anchored to the slogan of "no new taxes" and other elected officials adhering to a philosophy of education which borders on "militant non-commitment", a problem of critical proportions confronts public education at all levels in Florida.

Hopefully, this study provides the data-base which will speed community college and community school educators to join forces in riding the waves of uncertainty and repelling the torrential rhetoric which is sweeping the peninsula. This study also provides plausible reasons for improving cooperative relationships at the professional and university level where scholars and researchers in community and adult education will assist with the creation of an adult educational delivery system which is synchronized rather than fragmented, efficient rather than wasteful, and humanely responsive rather than bureaucratic.

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APPENDIX A

Division of Community College Guidelines for Funding 4100 and 4200 Courses

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

D. TURLINGTON
MMISSIONER

LEE G. HENDERSON
DIRECTOR
DIVISION OF COMMUNITY COLLEGES

June 20, 1975

MEMORANDUM

TO: Community Service Directors

FROM: Myron R. Blee MRB

SUBJECT: 1.4100 and 1.4200 Courses

Knowing that you need to have word relative to the conditions under which 1.4100 and 1.4200 courses will be operating after July 1, 1975, the attached draft of guidelines is provided for your information even though they have not been finally approved.

While the guidelines set forth are unofficial, they are in the form in which they have been recommended for final approval. It is my judgment that you can make your plans with a high degree of confidence that there will be few substantive changes in them.

Just as soon as we have the approved guidelines we will be in touch with you to set up a series of regional conferences for the consideration of the guidelines.

We understand the difficulties occasioned by the absence of approved guidelines and we do appreciate your willingness to make the best of the situation.

MRB:kjc

Enclosure

cc: Lee G. Henderson

GUIDELINES FOR NONCREDIT CITIZENSHIP INSTRUCTION (1.4100)

The Legislature has made it abundantly clear that funds appropriated for the support of (1.4100) Citizenship Instruction be utilized for activities which fall under a responsible interpretation of that term. These guidelines are issued by the Division of Community Colleges in order to assist the colleges meet the expectations of the Legislature.

Criteria for 1.4100 Courses

In order to be eligible for support from the Community College Program Fund for the support of 1.4100 courses, an educational activity must meet each of the following criteria:

1. The course is a planned non-credit instructional activity which is based on a significant community problem.

   This is to say that 1.4100 courses must be justified on the basis of the expected contribution which the course will make to the identification and solution of community problems. Hence, the first concern in programming for 1.4100 courses is for the identification of problems, which in the judgment of the board of trustees, has significance to the community and are to be categorized under the following definitions:

   Environmental Problems are those which relate to the development, use and conservation of natural resources.

   Problems Relating to Health and Safety are based on provisions for the development and maintenance of physical, emotional and health of the people as well as for the protection of the people against natural and man made hazards.

   Human Relations Problems relate to the interaction of groups of people in the community and to the need for the development and/or maintenance of a common set of values and aspirations.

   Governmental Problems are those which relate to the organization and operation of agencies needed to maintain services to the people.

Problems Relating to Education and Child Rearing are based on provisions in the community for rearing children and for the education of children, youths, and adults.

Economic Problems relate to the production, distribution and consumption of goods and services.

As a planned instructional activity each 1.4100 course is to have clearly defined "expected outcomes" which relate to a significant community problem in one of the above categories. The outcomes which justify a 1.4100 course fall within two categories, viz., (1) there will be an increased understanding of the specific community problem and of alternatives for the solution of the problem, and (2) citizens will acquire knowledge and skills which they need in order to cope with and to help solve these problems.

Courses funded under 1.4100 are to be evaluated in terms of their established objectives which fall in the two categories defined above.

2. The objectives of the course are other than the development of recreational and leisure time skills.

Even though educational activities designed for the development of recreational and leisure time skills may contribute to the solution of community problems judged to be significant by the local boards of trustees, circumstances under which 1.4100 instruction is funded are such that courses with such objectives will not be approved for funding under 1.4100. Courses which are associated with leisure time activities are to be included in the self-supporting 1.4200 courses.

3. The instructor is appointed and paid by the district board of trustees.

The individual responsible for instruction in any 1.4100 course provides his services under an appointment by the district board of trustees, subject to its evaluation. Such appointment is required even though the instructor may be donating his services. If an instructor receives compensation for teaching a 1.4100 course, it is to be paid by the district board of trustees under the terms of his appointment.

4. The college is the fiscal agent responsible for the receipt, disbursement and accounting for funds generated by and used for the support of the course.

   Responsibility for fiscal arrangements for 1.4100 courses must be discharged by the college itself rather than by any organization or agency outside the college.

5. The college maintains records on enrollments in the course in compliance with regulations of the State Board of Education.

   This requirement provides assurance that the college maintains an auditable record which includes a record of enrollments which are included in the calculations on which the allocation of state funds is based.

Procedures

The first step in operationalizing these guidelines involves the identification by the district board of trustees of community problems which in its judgment are significant and which are to be addressed by 1.4100 courses. While the list of those problems will be subject to modification any time by the board, the list and subsequent updatings of the list should be kept on file in the Division of Community Colleges.

Instructional activities which will be offered under 1.4100 must be approved by the district board of trustees and meet the criteria set forth above. The attached form should be used to describe each such course and to request review and approval by the Director of the Division of Community Colleges.

If a course submitted to the Director of the Division of Community Colleges is not approved because it involves recreational activities, it should be classified, if it is to be offered by the college, in 1.4200, Recreational and Leisure Time Instruction.

If an instructional activity is disapproved for funding in 1.4100 because it does not meet criteria 3 and/or 4, the activity, if it is held, should be considered as the use of the college facilities for instruction by an organization or agency outside the college. Care should be taken to make clear the fact that any such activity is not being sponsored by the college.

Once a course has been approved for inclusion in 1.4100, the college will be notified. That approval will continue so long as the course and the need for offering it remain the same, or until such time as these guidelines or any other regulations governing the operation of the college nullifies the approval, provided, however, the Director may withdraw approval of the implementation if the course violates the intent of these guidelines.

Reports

By the 15th of each month beginning in August, 1975 and continuing through the fall term, 1975-76, each college will file with the Division of Community Colleges a report, by calendar month, which identifies each 1.4100 course given during the period, together with enrollment, fees collected and instructional salary expenditures for each course. Subsequent to the close of the fall term, 1975-76, the report will be by term and due in the Division of Community Colleges 15 days after the close of the term.

GUIDELINES FOR NONCREDIT
RECREATIONAL AND LEISURE TIME INSTRUCTION
(1.4200)

Any non-credit course offered by a community college which involves recreational activities and/or enables adult students to develop recreational or leisure time skills is to be classified as a 1.4200 course and is to be operated under the condition set forth in these guidelines.

Responsibility for the Course

The district board of trustees is fully responsible for all 1.4200 courses offered by the college. This is to say: board approval is required for each course; instructors for such courses are to be appointed by the board; the college exercises responsibility for the receipt; disbursement and accounting for funds, and records are to be kept on all students enrolled.

Any non-credit course which involves recreational activities and/or which enables adult students to develop recreational or leisure time skills for which the college is not fully responsible, if it is to be held on the campus, should be under the sponsorship of the organization or agency which is responsible for it and care should be taken to make clear the fact that it is not an activity being sponsored by the college.

Funding and Accounting

Under regulations of the State Board of Education fees for 1.4200 courses are assessed under policies established by the district board of trustees, provided that the aggregate of fees in any other funds

derived outside the community college program fund for the support of 4200 courses must cover as a minimum the direct instructional cost of those courses. During the fiscal year, 1975-76 this requirement will be considered to be satisfied when the income derived for all 1.4200 courses from sources outside the community college program fund is not less than one hundred twenty-five percent (125%) of the instructional salary cost for all 1.4200 courses.

The revenues and expenditures for 1.4200 courses each year are to be identifiable in the fiscal records of the college in a separate organizational unit of the general current fund of the college.

No enrollments in 1.4200 courses are to be included in any of the calculations in which the allocations from the community college program fund are made to the colleges.

Announcements and Publicity

Any and all materials describing and/or announcing any 1.4200 instructional activity of the college shall make known in a way which is obvious to all concerned that the activity is a part of the self-supporting program of the college.

Reports

By the 15th of each month beginning in August, 1975 and continuing through the fall term, 1975-76, each college will file with the Division of Community Colleges a report by calendar months, which identifies each 1.4200 course given during the period, together with enrollment, fees collected and instructional salary expenditures for each course. Subsequent to the close of the fall term, 1975-76, the report will be by term and due in the Division of Community Colleges 15 days after the close of the term.

Florida Department of Education
Division of Community Colleges
Attn: Community Service Consultant
310 Collins Building
Tallahassee, Florida 32304

Date:_____

Category (Check One)	122
Environmental Problem	____
Health and Safety	____
Human Relations	____
Governmental Problem	____
Education & Child Rearing	____
Economic Problem	____

Course Approval Form
for 1.4100 Courses

Name of College_____

Administrative officer responsible for the offering_____

Justification for course categorization_____

_____

_____

Course Title and Internal Reference No._____

C.E.U. Credit Yes_____ No_____.

Course Description_____

_____

_____

Specific target group to be served_____

_____

Assessed need of the target group_____

_____

Specific Community problem this course addresses to_____

_____

How will the course aid in the resolution of this problem?_____

_____

_____

Does this course have a co-sponsor? If so who?_____

_____

Comments:_____

_____

Date approved by District Board of Trustees_____

Is it the intent of the District Board of Trustees to appoint an instructor for this course? Yes_____ No_____

Is it the intent of the District Board of Trustees to pay the instructor? Paid____ Donated services_____ Not paid_____.

Is the college the fiscal agent responsible for the receipt, disbursement and accounting for funds generated by and used for support of this course?
Yes_____ No_____

Is the college maintaining records on enrollments in the course in compliance with regulations of the State Board of Education?_____

Return Copy To_____

Community Instructional Services Summary

1.4100

INSTITUTION_____

DIRECTOR_____

Report period starting _____ Ending_____

Course Title	Internal Course Ref. Number	Contact Hours	Number of Students	Fee Charge Per Student	Total Fees Collected	Instructional Salary Cost

Community Instructional Services Summary

1.4200

INSTITUTION_____

DIRECTOR_____

Report period starting_____ Ending_____

Course Title	Internal Course Ref. Number	Contact Hours	Number of Students	Fee Charge Per Student	Total Fees Collected	Instructional Salary Cost

APPENDIX B

Questionnaire Used for the Study

January 8, 1975

A study is being conducted to determine the scope of cooperation and coordination between community colleges and community school programs within Florida's community college districts. Completion of this study necessitates gaining your reaction to a survey form. Your assistance in completing the enclosed questionnaire, which should not require more than 15 minutes, will be greatly appreciated.

The data supplied by you will be held in strictest confidence. In no way will your name or the name of your institution be used in this study. Information from this questionnaire will be included in the final report in statistical form only. A resume of this study will be sent to you upon completion of the study.

Recognizing and fully aware of your busy schedule, I would be extremely grateful if you could return the completed questionnaire in the enclosed stamped, self-addressed envelope by January 25.

Cordially,

Plano B. Valdes, Jr.
Dean, Community Services
Hillsborough Community College

Enclosure

QUESTIONNAIRE

Cooperation and Coordination of Community College and Community School Programs in Florida Community College Districts

Purpose of Questionnaire: The intent of this questionnaire is to collect data which will seek to measure the scope of cooperation and coordination that currently exists between the State's twenty-eight community colleges and the community school programs in their respective districts. Program administrators from the community colleges and the community schools are the respondents in the survey. All data collected will be treated compositely and no respondent will be individually identified.

PART I

Please provide the following biographical information.

Name_____ Title_____

Institution_____ Address_____

City_____ State_____ Zip_____

If you desire a summary of this study, please place a mark (X) in this space. ☐

In the following, please place a check (✓) to the left of each choice in the space provided or fill in the space with the requested information.

1. My sex is:
   _____1. Male
   _____2. Female

2. Marital Status:
   _____1. Single
   _____2. Married
   _____3. Divorced
   _____4. Widowed

3. What is the highest level of your formal education?
   _____1. Less than a Bachelor's Degree
   _____2. Received a Bachelor's Degree
   _____3. Received a Master's Degree
   _____4. Earned a Master's plus 30
   _____5. Received a Doctrate's Degree

4. Age as of last birthday
   _____years.

5. Number of years of professional work experience in education,
   _____years.

6. Number of years of experience in present position, _____ years.

DEFINITION OF TERMS

1. Community College: A publicly supported two-year institution which offers educational programs and services in (1) awarding the Associate in Arts Degree, (2) awarding the Associate in Science Degree, (3) general education (credit courses), (4) counseling and guidance, (5) community services/continuing education. It is sometimes referred to as a community junior college.

2. Community School: A program in an educational institution which actively carries out the concepts that all education facilities in every public school within a school district are available to anyone who can benefit from them. Its programs are designed to meet the needs of the people who live in each community, whenever and wherever the citizens want them. Typically, these programs and activities are offered after the regular school day.

3. Community Education: A combination of program and process comprised of student activities, use of buildings, adult activities and community coordination of agencies and services. Educational formal courses offered usually do not carry high school diploma credit or associate degree credit. The classes are usually classified as cultural, citizenship, vocational/occupational or recreational. Usually they are offered after 5:00 p.m. and on Saturdays. "Community education programs" are thus offered by both community schools and community colleges.

4. Community Services Program: The division of a community college responsible for developing and administering programs (usually non-credit) designed to meet individual and community needs. This function also includes making the available resources of the college to community groups and organizations and thus contributing to community development.

5. Administrator of a Community School: The person who has the responsibility of organizing, supervising, and/or facilitating the activities and programs in a community school. Normally the title is director or coordinator of community schools.

6. Formal Courses: Courses which are of a specified length, meet regularly, have written objectives or goals.

7. Programs: Educational experiences which normally are organized for people who wish to achieve a goal or skill.

PART II

On part II of the questionnaire, you are asked to circle one choice with reference to how YOU FEEL about each item. PLEASE DO NOT LEAVE OUT ANY ITEMS--there are NO right or wrong answers. You will only complete the survey once and it will just take approximately 15 minutes.

Please circle a number (1 2 3 4 5) indicating how YOU FEEL toward each statement. If your exact feeling is not in one of the choices, select the one which comes closest to your true feeling.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
A. Organization:					
1. Community colleges and community schools should offer similar programs but not in the same localities within the college district.	1	2	3	4	5
2. Community colleges should offer a variety of credit and non-credit courses for all people who can benefit from them.	1	2	3	4	5
3. Community schools should offer courses, projects and other activities appropriate only to their immediate community needs, rather than individual or personal needs.	1	2	3	4	5
4. Community colleges should offer only those courses which are considered to be credit courses.	1	2	3	4	5
5. There are fundamental philosophical differences in the concept of the community school and the concept of community services.	1	2	3	4	5

	1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly Agree
A. Organization (continued)					
6. Community schools (by themselves) should offer a wide range of credit and non-credit courses, as well as recreational activities appropriate to the local community.	1	2	3	4	5
7. Ideally, community schools should be as flexible as possible and should not be concerned with length of courses, beginning class dates, class hours taught and certification of instructors.	1	2	3	4	5
8. Significant gaps exist in meeting the educational needs of my community being served by community schools and the community colleges.	1	2	3	4	5
9. A need exists for cooperation between the community college programs and community school programs in the college districts.	1	2	3	4	5
10. Educational needs are so great in this community that little or no duplication exists.	1	2	3	4	5
11. It is educationally beneficial to the local community if there is open competition between the community college and community schools.	1	2	3	4	5
12. Community schools are involved in facilitating the delivery of other social services besides "education."	1	2	3	4	5
B. Administration:					
13. The community college will lose its supervision and administration of adult/community education programs if there is a cooperative arrangement between community schools and the community college.	1	2	3	4	5

B. Administration (continued)	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
14. The community school will lose its supervision of adult/community education programs if there is a cooperative arrangement between community schools and the community college.	1	2	3	4	5
15. Community colleges should function only on a consultant, facilitator, or catalyst level with community school programs.	1	2	3	4	5
16. Community colleges should be the catalyst for community school development and should offer cooperation and resources.	1	2	3	4	5
17. The State of Florida's division of community colleges should develop guidelines which would provide a frame of reference for cooperation and coordination of community colleges and community schools.	1	2	3	4	5
18. Community colleges and community schools should have written agreements between the governing boards of both agencies at the local level, providing the foundation for their cooperation and coordination.	1	2	3	4	5
19. Exemplary (effective) programs of cooperation and coordination should be identified and should serve as case studies for local adaptability.	1	2	3	4	5
20. A need exists for a "model" for cooperation and coordination between community colleges and community schools.	1	2	3	4	5
21. A need exists for cooperative in-service training programs for the professional staff of both the community colleges and the community schools in the area of mutual cooperation and coordination.	1	2	3	4	5

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
B. Administration (continued)					
22. The laws in Florida are adequate to facilitate and promote cooperation and coordination between community schools and colleges.	1	2	3	4	5
C. Finance:					
23. Community colleges should pay a percentage of the local contribution towards salaries of directors/coordinators of community school programs where cooperation exists between the two institutions.	1	2	3	4	5
24. Community colleges should pay all of the local contribution towards salaries of the directors/coordinators of community school programs where cooperation exists.	1	2	3	4	5
25. Community colleges should not pay any of the local contribution towards salaries of directors/coordinators of community school programs in the communities where cooperation exists.	1	2	3	4	5
26. Tuition and fees for courses offered by the community school programs should be the same as for corresponding courses offered by community colleges.	1	2	3	4	5
27. Unnecessary duplication of programs is wasting tax dollars at the local districts.	1	2	3	4	5
28. Community colleges should help to initiate community school programs in their college districts by providing some money or some personnel.	1	2	3	4	5
29. Community colleges and community schools are competing for the same tax dollar, resulting in competition rather than cooperation and coordination.	1	2	3	4	5

D. Instruction (continued)	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
37. Community colleges in cooperation with local districts should develop a training program for community school para-professionals, community school directors/coordinators, and other related personnel.	1	2	3	4	5
38. Community colleges should restrict their courses, other activities, to those areas which require the resources of an institution of higher education, i.e., offer credit courses with approved, state certified instructors.	1	2	3	4	5
39. Some changes in the attitude of educators are necessary for the development of viable forms of cooperation and coordination between community schools and community colleges.	1	2	3	4	5

40. Rank order (1,2,3,4) the following statements according to your preference and best professional judgment.

____ Local school districts should have the responsibility of coordinating the adult community education programs within a college district.

____ The community college should have the responsibility of coordinating the adult community education programs within a college district.

____ The State Department of Education should have the responsibility of coordinating the adult community education programs within a college district.

____ The local coordinating council for vocational, technical and adult education should have the responsibility for coordinating the adult community education programs within a college district.

Comments_____

_____

_____

_____

APPENDIX C

Letter of Support from Center for Community Education at the University of Florida

COLLEGE OF EDUCATION
CENTER FOR COMMUNITY EDUCATION

UNIVERSITY OF FLORIDA
gainesville, florida - 32611

December 11, 1974

MEMORANDUM

To: Florida's Community Educators

From: Dr. Phillip A. Clark, Director
Dr. Skip Little, Associate for Community Colleges

Re: Mr. Plano Valdez's Research

At this time Mr. Plano Valdez of Hillsborough Community College is conducting a research project with major emphasis in the area of cooperation in community education in the state of Florida. We have had the pleasure of working with Plano in the development of his project and feel its results may be of utility to all of the State's community educators. We anxiously await his results and have invited Plano to share them with all of us at the Florida Association for Community Education (F.A.C.E.) Convention in April.

We seek your support of Plano's research and would appreciate any assistance you can offer. Specifically, by promptly and accurately completing and returning his survey instrument.

APPENDIX D

Groups I and II Respondents in Study

GROUP I

Allan, Walter E.
Director of Continuing Education
Lake-Sumter Community College
Leesburg, Florida 32748

Barnes, Sybil
Director of Community Services
Hillsborough Community College
Tampa, Florida 33612

Benedico, Zoila E.
Chairman, Continuing Education
Miami Dade Community College
Downtown
Miami, Florida 33132

Bliss, Philip F.
Dean, Occupational Education
Brevard Community College
Cocoa, Florida 32922

Bouseman, John W.
Provost, Campus Director
Plant City Campus
Hillsborough Community College
Plant City, Florida 33566

Brake, Fay C.
Coordinator of Community Services
Seminole Junior College
Sanford, Florida 32771

Briskin, William S.
Director, Educational Service
Florida Keys Community College
Key West, Florida 33040

Donaldson, William R.
Assistant to the Dean of Instruction
Tallahassee Community College
Tallahassee, Florida 32304

Ellis, Douglas
Director of Continuing Education
Polk Community College
Winter Haven, Florida 33880

Farrens, Donald H.
Dean, Vocational, Technical
and Adult Education
South Florida Junior College
Avon Park, Florida 33825

Fellows, David B.
Director, Continuing Education
St. Petersburg Junior College
St. Petersburg, Florida 33733

Goldman, L. R.
Dean, Community and Evening
Programs
Santa Fe Community College
Gainesville, Florida 32601

Groth, David A.
Director of Community Services
Broward Community College
Fort Lauderdale, Florida 33065

Hartwell, Rosanne
Director, Continuing Education
Florida Junior College
Jacksonville, Florida 32202

Harvey, Otis
Coordinator, Evening Division
Palm Beach Junior College
Lake Worth, Florida 33460

Howell, Frederic L.
Dean of Vocational-Technical
Education
Chipola Junior College
Marianna, Florida 32446

Long, Edward J.
Coordinator of Continuing
Education
St. Petersburg Junior College
St. Petersburg, Florida 33733

McGinnis, Richard A.
Community Service Specialist
Pasco-Hernando Community College
Dade City, Florida 33525

GROUP I (Continued)

McSpadden, Robert
Dean, Continuing Education
Gulf Coast Community College
Panama City, Florida 32401

Meek, Carrie P.
Director, Community Services
Miami Dade Community College
Miami, Florida 33147

Mobley, Joe L.
Director, Division of Adult and Non-Credit
Central Florida Community College
Ocala, Florida 32670

Morant, Charles
Dean, East Campus
Pasco-Hernando Community College
Dade City, Florida 33525

Musselwhite, Robert R.
Dean of the Evening College
Pensacola Junior College
Pensacola, Florida 32504

Perkins, Mrs. Dale
Coordinator, Continuing Education
Lake City Community College
Lake City, Florida 32055

Pfister, James W.
Coordinator, Continuing Education
St. Petersburg Junior College
St. Petersburg, Florida 33733

Ryder, Betsy
Chairman, Department of Continuing Education
Miami Dade Community College South
Miami, Florida 33176

Sadler, William T.
Associate Dean of Instruction
Okaloosa-Walton Junior College
Niceville, Florida 32578

Sample, Charles W.
Provost, Open Campus
Valencia Community College
Orlando, Florida 32802

Smiley, Edna M.
Director, Continuing Education
Daytona Beach Community College
Daytona Beach, Florida 32015

Smith, J. Edward
Acting Director of Continuing Education
Edison Community College
Fort Myers, Florida 33901

Stanley, John
Director of Evening Programs
Florida Junior College at Jacksonville
Jacksonville, Florida 32216

Tucker, Lewis M.
Director, Occupational and Adult Education
North Florida Junior College
Madison, Florida 32340

Turvaville, Allene T.
Coordinator of Community Services
Manatee Junior College
Bradenton, Florida 33507

Walkins, Lloyd G.
Director of Community Services
Florida Junior College at Jacksonville
Jacksonville, Florida 32218

Walton, Hugo W.
Community Service Specialist
Pasco-Hernando Community College
Brooksville, Florida 33512

GROUP I (Continued)

Wiley, Ed
Associate Dean, Academic Affairs
St. Johns River Junior College
Palatka, Florida 32077

Harvey, Otis
Coordinator, Evening Division
Palm Beach Junior College
Lake Worth, Florida 33460

GROUP II

Bailey, Lewis
Director
Calhoun County Adult School
Blountstown, Florida 32424

Bellum, C. A.
Assistant Superintendent VTAE
Sarasota School District
Sarasota, Florida 33577

Brown, Willard
Director, Adult and Community Education
Starke, Florida 32091

Cabrera, Eloise J.
Supervisor of Community Schools
Adult Education and Community Schools
Tampa, Florida 33602

Cammaratta, Don
Director, Adult Education and Community Schools
Tampa, Florida 33602

Coleman, Jr., C. C.
Community School Coordinator
Washington-Holmes Vo-Tech Center
Chipley, Florida 32428

Cox, Jr., Otha P.
Assistant Superintendent
Assessment and Evaluation
District School Board of Monroe County
Key West, Florida 33040

Gains, John
Deputy Superintendent
Hendry Schools
La Belle, Florida 33935

Green, Dan L.
Coordinator, Community Schools
Okaloosa County
Crestview, Florida 32536

Hobbs, Leon T.
Director-Vocational Education
Osceola County
Kissimmee, Florida 32741

Johnson, Charlie L.
Director, Community Services
Union County Schools
Lake Butler, Florida 32054

Jones, Robert L.
Coordinator, Adult Community Education
Citrus County School Board
Inverness, Florida 32650

Jones, Wyman L.
Assistant Superintendent for Administration
Santa Rosa School Board
Milton, Florida 32570

Jordan, Stan
Director, Community Schools
Duval County
Jacksonville, Florida 32209

Leonard, Don
County Coordinator, Adult and Community Education
Ocala, Florida 32670

Minton, Michael C.
Teacher
Westside Elementary
Macclenny, Florida 32063

Mizell, Mrs. Millie
Director of Curriculum
Sumter Board of Public Instruction
Bushnell, Florida 33521

Moss, Robb
Coordinator, Community Education
Charlotte County Schools
Punta Gorda, Florida 33950

GROUP II (Continued)

Murray, Chalmers
Principal, Downtown Center
Fort Lauderdale, Florida 33316

Nyquist, Harry K.
Director, Adult Community Education
Brevard County
Cocoa, Florida 32922

Oross, Goldie A.
Director, Vocational Technical
and Adult Education
Collier County Public Schools
Naples, Florida 33940

Peterson, Walter
Director
Martin County
Stuart, Florida 33494

Porter, John B.
Assistant to the Superintendent for
Adult and Community Education
Hernando County Adult and Community
Education
Brooksville, Florida 33512

Rankin, Ruth
Supervisor, Adult Education
Pasco County Schools
Dade County Schools
Dade City, Florida 33525

Robbins, Michael R.
Director of Adult Community
Education
Palm Beach County Schools
West Palm Beach, Florida 33405

Stankunas, Frank R.
Director of Community Schools
Recreation
Community Schools
Live Oak, Florida 32060

Taber, J. Stephen
Director of Community Education
Alachua County Schools
Gainesville, Florida 32601

Tasse, Dr. Louis L.
Consultant-Community School
Programs
Dade County Public Schools
Miami, Florida 33132

Thurmond, J. Harold
Supervisor Administrative
Assistant
Wakulla County
Crawfordville, Florida 32327

Wood, Bob
Community School Coordinator
Taylor County Voch Tech
Perry, Florida 32347

Zenke, Larry L.
Department Superintendent
for Instruction
Orange County Public Schools
Orlando, Florida 32802

APPENDIX E

Demographic Characteristics of the Participants

TABLE 12

Frequency and Percentage Distribution of Sexes for the Two Groups

Sex	Group I N	Group I %	Group II N	Group II %
Male	27	75.0	27	87.1
Female	9	25.0	4	12.9
Total	36	100.0	31	100.0

TABLE 13

Frequency and Percentage Distribution of Marital Status for the Two Groups

Marital Status	Group I N	Group I %	Group II N	Group II %
Single	2	5.6	2	6.5
Married	31	86.1	29	93.5
Divorced	3	8.3	0	0.0
Widowed	0	0.0	0	0.0
Total	36	100.0	31	100.0

TABLE 14

Frequency and Percentage Distribution of Formal Educational Level for the Two Groups

Level of Education	Group I N	Group I %	Group II N	Group II %
Less than a Bachelor's	1	2.8	0	0.0
Bachelor's Degree	1	2.8	0	0.0
Master's Degree	15	41.6	12	38.7
Master's Degree plus 30	13	36.1	13	41.9
Doctor's Degree	6	16.7	6	19.4
Total	36	100.0	31	100.0

TABLE 15

Frequency and Percentage Distribution of Age Categories for the Two Groups

Age	Group I N	Group I %	Group II N	Group II %
24-29	3	8.3	1	3.2
30-39	13	36.2	11	35.5
40-49	12	33.3	11	35.5
50-59	7	19.4	7	22.6
60 or over	1	2.8	1	3.2
Total	36	100.0	31	100.0

Group I mean = 42.2 years, S.D. = 9.2

Group II mean = 42.9 years, S.D. = 9.4

TABLE 16

Frequency and Percentage Distribution of Work Experience for the Two Groups

Years of Work Experience	Group I N	Group I %	Group II N	Group II %
1-5	5	13.9	1	3.2
6-9	9	25.0	4	12.9
10-19	12	33.3	13	41.9
20-29	9	25.0	11	35.5
30-40	1	2.8	2	6.5
Total	36	100.0	31	100.0

Group I mean = 14.1 years, S.D. = 8.9

Group II mean = 18.1 years, S.D. = 8.7

TABLE 17

Frequency and Percentage Distribution of Experience in Present Position for the Two Groups

Years in Present Position	Group I N	Group I %	Group II N	Group II %
1-2	13	36.1	11	35.5
3-5	14	38.9	10	32.3
6-9	6	16.7	6	19.4
10-15	3	8.3	3	9.6
over 15	0	0.0	1	3.2
Total	36	100.0	31	100.0

Group I mean = 4.1 years, S.D. = 2.9

Group II mean = 5.5 years, S.D. = 1.1

APPENDIX F

Ordinance Establishing the Community Education Consortium for the City of Jacksonville

Special Committee on Community Schools Second Substitute for No. 75-109:

ORDINANCE 75-109-68

AN ORDINANCE AMENDING THE ORDINANCE CODE OF THE CITY OF JACKSONVILLE BY REDESIGNATING TITLE 8 AS "LIBRARY, RECREATION AND EDUCATION"; CREATING WITHIN SAID TITLE A NEW CHAPTER 252 ENTITLED "COOPERATIVE COMMUNITY EDUCATION PROGRAM"; EXERCISING THE AUTHORITY GRANTED TO THE CITY AND TO THE DUVAL COUNTY SCHOOL BOARD BY CHAPTER 74-475, LAWS OF FLORIDA, TO ESTABLISH A COMMUNITY EDUCATION CONSORTIUM; ESTABLISHING THE COMMUNITY EDUCATION CONSORTIUM AND DEFINING ITS DUTIES AND POWERS; PROVIDING FOR THE COMMUNITY EDUCATION COUNCIL AND OTHER BODIES AND ADMINISTRATIVE PERSONNEL OF THE CONSORTIUM; MAKING THE CONSORTIUM THE REPRESENTATIVE OF DUVAL COUNTY IN COMMUNITY EDUCATION MATTERS; EXTENDING THE APPLICATION OF CHAPTER 252 THROUGHOUT THE ENTIRE GENERAL SERVICES DISTRICT; PROVIDING AN EFFECTIVE DATE.

BE IT ORDAINED by the Council of the City of Jacksonville:

Section 1. Title 8 of the Ordinance Code is hereby redesignated as "LIBRARY, RECREATION AND EDUCATION."

Section 2. Title 8 of the Ordinance Code is amended by adding thereto a new Chapter 252 to read as follows:

CHAPTER 252

COOPERATIVE COMMUNITY EDUCATION PROGRAM

Part 1. General Provisions

252.101 Statement of Intent. It is the intent of the Council by the creation of the community education program herein, to exercise the power and authority granted to the City by Chapter 74-475, Laws of Florida, which empowered and authorized the City and the Duval County School Board, by joint action, to delegate certain powers and duties vested in the Duval County School Board by the Florida Community School Act of 1970 to a consortium or non-profit corporation. The Council hereby finds and declares that the creation of a consortium will best serve the interests of the City and of the district school system, and it is the intent of the Council by the enactment of this Chapter to create, on behalf of the City and in conjunction with the Duval County School Board, a consortium to exercise the powers and duties vested in the Duval County School Board by the Florida Community School Act of 1970. It is the intent of this ordinance that the Consortium will be a coordinating, planning and facilitating agency, rather than a directing and operating agency.

252.102 Purpose. Community education is an expression of the philosophy that the school, as the prime educational

institution of the community, is most effective when it involves the people of the community in a program designed to fulfill their educational, recreational, cultural, social, health and other shared needs. The primary purpose of the Consortium will be to coordinate the efforts of the various agencies, organizations and individuals who are involved in the community education program, while recognizing the assigned missions of all the education, recreational, cultural, social, health and other agencies who provide services who are involved. Community education promotes a more efficient use of school and other public facilities through an extension of personnel, buildings and equipment. The purpose of this Chapter is to affirm the cooperation of the City and Duval County School Board in the establishment of community schools and the creation of a community education program, so that the resources of both the consolidated government and the district school system can be utilized in the most efficient manner possible. In addition, the Consortium will solicit and encourage other public and private agencies charged with providing educational, social and other services, to deliver those services through the community school. As another, equally important purpose, the people of the City will be encouraged and given an opportunity to participate in the decisions affecting community education activities.

252.103 Definitions. The following terms, wherever used or referred to in this Chapter, have the following meanings unless a different meaning clearly appears from the

context:

(a) Community Education Program means the composite of those services provided to the citizens of Duval County by official authorization and as specified in the Community Education Consortium's community school plan required by the Florida Community School Act of 1970.

(b) Community School means an individual public school designated by the School Board to be a part of and to participate in the community education program.

(c) Community Education Administrator means that person who is employed by the Community Education Consortium on a full-time basis to promote and coordinate the community education program and to direct the staff of the Consortium.

(d) Consortium means the Community Education Consortium established by this Chapter and by resolution of the Duval County School Board.

(e) School Board means the Duval County School Board.

(f) Florida Community School Act of 1970 means Section 228.071, Florida Statutes, as from time to time amended by the Florida Legislature.

252.104 Exercise of County Authority; County and Public School Function and Purpose. In creating the Community Education Consortium pursuant to the authority granted by Chapter 74-475, Laws of Florida, for the purpose of coordinating a community education program as provided in the Florida Community School Act of 1970, the City is exercising said authority as a county and not as a city. The establishment and coordination of community education activi-

ties by means of a consortium as provided in Chapter 74-475, Laws of Florida, is declared to be a proper county and public school function and purpose.

252.105 Territorial Application. This Chapter applies territorially throughout the General Services District.

Part 2. Community Education Consortium

252.201 Establishment; Delegation of Powers and Duties. There is established the Community Education Consortium consisting of the Community Education Council as the governing body thereof, the various advisory committees hereinafter established, the administrative personnel hereinafter provided for and the employees hired by or assigned to the Consortium. The powers and duties vested in the School Board by the Florida Community School Act of 1970 are hereby delegated to the Consortium, and the Consortium is declared to be the representative of Duval County in all matters relating to the community education program.

252.202 Community Education Council.

(a) Composition; Term of Office. The Community Education Council shall consist of nine members, as follows:

(1) the Mayor;

(2) two members of the Council, appointed by the President of the Council;

(3) two members of the School Board, designated by the School Board;

(4) the Superintendent of Schools;

(5) the Chairman of the Council of Citizen Involvement, Inc.;

(6) a person appointed by the Board of Trustees of The Florida Junior College at Jacksonville; and

(7) the Chairman of the Community Education Advisory Committee. Each member of the Community Education Council shall serve for as long as he remains in the office by virtue of which he is a member of the Community Education Council; provided, that the members of the Council and of the School Board and the representative of The Florida Junior College at Jacksonville may be removed at any time by their respective appointing authorities and new members appointed in their place. The President of the City Council and the Chairman of the School Board may serve as one of the Council members and as one of the School Board members, respectively, of the Community Education Council.

(b) Personal Participation. The members of the Community Education Council shall give their personal attention to their duties as said members, and shall not delegate to any other person any of such duties.

(c) Organization. The Community Education Council shall choose from among their number a Chairman and a Vice Chairman, to serve for one year or until their successors are chosen. The Chairman shall preside at all meetings of the Community Education Council. The members shall serve without additional compensation, but they shall be entitled to travel expense reimbursement in accordance with Part 7 of Chapter 126 of the Ordinance Code.

(d) Meetings; Quorum; Rules. The Community Education Council shall meet at least once each month at such time and

place as shall be fixed by its rules, and special meetings shall be called in accordance with its rules, which meetings shall be subject to the provisions of Section 112.105 of the Ordinance Code. A quorum shall be a majority of the members of the Community Education Council, but such majority shall include at least three members who hold an elective office. The Community Education Council shall from time to time adopt, amend and rescind rules and regulations for the conduct of its busiand to implement the provisions of this Chapter. Public notice of all meetings of the Community Education Council shall be posted in appropriate places at the offices of the School Board, the City Council and the Mayor at least twenty-four hours before such meeting.

252.203 Powers and Duties of Community Education Council. The Community Education Council shall have the following powers and duties:

(a) The powers and duties vested in the School Board by the Florida Community School Act of 1970, as implemented by the rules and regulations of the State Department of Education.

(b) To appoint, subject to the civil service provisions of the Charter, the Community Education Administrator.

(c) To establish, from time to time, such other administrative and supportive positions and their salary ranges as the community education program may require, subject to the civil service provisions of the Charter.

(d) To apply for, receive and administer in its own name, grants, donations and gifts of funds from Federal, State and private sources for the use of the community education program.

(e) To receive and administer appropriations of funds by the City and contributions of funds by the School Board to community education programs.

(f) To formulate, promulgate and administer an annual budget for the community education program in accordance with Part 3 of this Chapter.

(g) To enter into intragovernmental agreements with any agency of the City for the provision of recreational, social, health and other services and facilities in accordance with and implementation of the community education program.

(h) To enter into intragovernmental agreements with the School Board for the use of buildings, land, equipment and other property owned by the School Board for community education programs and services, on a shared or leased basis.

(i) To contract with private persons, firms, corporations, associations or organizations to provide personnel, services, materials and other items necessary for the community education program, subject to the Purchasing Code, including Part Three thereof, the provisions of this Chapter and the terms of any grant under which such personnel, services, materials or other items are to be furnished.

(j) To acquire, own, maintain and dispose of, by

itself or jointly with the City or the School Board, personal property for use in community education.

(k) To recommend to the School Board the designation of particular schools as community schools and, in coordination with the City, to recommend particular City facilities or areas as community education facilities or areas, all in accordance with and implementation of the community education program.

(l) To promote and coordinate educational enrichment programs for adults within the community education program under the appropriate State Department of Education regulations, with such agencies as the State Department of Education has designated or may designate to provide education for adults within Duval County.

(m) To request an accounting of funds from the various public and private agencies and organizations which may be providing services to the community education program.

(n) To exercise and fulfill such other powers and duties as may be vested in it or in the Consortium by this Chapter.

252.204 Community Education Advisory Committee.

(a) Establishment; Membership. There is established a Community Education Advisory Committee composed of not less than thirteen nor more than twenty-five members, the number of members to be set from time to time by the Community Education Council, but always an odd number. The members of the Community Education Advisory Committee shall be made up of one representative elected from each Regional

Advisory Committee and one representative of each agency, body or organization designated from time to time by the Community Education Council. In designating agencies, bodies and organizations, the Community Education Council shall insure that the various social, economic and cultural elements of the City are represented so that all citizen needs can be expressed. Each member of the Community Education Advisory Committee shall serve at the pleasure of the agency, body or organization he represents, but in no case longer than two consecutive years.

(b) Duties. The Community Education Advisory Committee shall serve as an advisory body to the Community Education Council for the purpose of making recommendations with respect to all aspects of the community education program. Recommendations shall be made as often as the Community Education Advisory Committee thinks necessary or whenever requested by the Community Education Council. The Community Education Advisory Committee may nominate or recommend persons for appointment as Community Education Administrator and other administrative positions established by the Community Education Council.

(c) Meetings; Quorum; Rules. The Community Education Advisory Committee shall meet at least once each month at such time and place as shall be fixed by its rules, and special meetings shall be called in accordance with its rules. A quorum shall be a majority of all the members. The Community Education Advisory Committee shall from time to time adopt, amend and rescind rules for the conduct of

its business, including the designation of officers; but such rules shall be subject to the approval of the Community Education Council.

(d) Initial Chairman. The Community Education Council shall designate the first Chairman of the Community Education Advisory Committee, who shall serve for one year or until his resignation, whichever first occurs. The Community Education Advisory Committee will elect subsequent chairmen in accordance with its rules.

252.205 Community Education Administrator.

(a) Establishment. There is established the position of Community Education Administrator, who shall be the chief administrative officer of the Consortium and responsible to the Community Education Council for the planning, coordination, evaluation and expansion of community education programs. The Community Education Administrator shall have a master's degree with certification in administration and supervision; or a bachelor's degree and specific evidence of qualification in the area of community education or work of a related nature. The Community Education Administrator shall coordinate the overall operation and expansion of all programs, services and facilities under the general heading of community education, subject to the rules and regulations of the Community Education Council.

(b) Duties and Responsibilities. The Community Education Administrator shall:

(1) Present to the Community Education Council a plan to provide community education and services within

Duval County through coordinated planning between City agencies, public and private providers of education, health, recreational, social, and cultural services and programs.

(2) Develop and present to the Community Education Council an annual budget of direct expenses necessary for the operation of the Consortium.

(3) Employ, train and supervise all employees of the Consortium, subject to the provisions of Section 252.304.

252.206 Community School Coordinator.

(a) Establishment. There is hereby established the position of community school coordinator. The community school coordinator shall have a bachelor's degree and shall evidence successful experience working with children and adults; or he shall have had two years of creditable teaching experience. The community school coordinator is an employee of the Consortium, but his immediate superior is the community school principal and he shall answer directly to the community school principal on all matters within the principal's jurisdiction as determined by the School Board. He shall coordinate community education programs and activities with the community school principal and administrative and instructional staff.

(b) Council Intent. It is the intent of the Council that the community school principal and the community school coordinator shall work as a team to assure that the community education process does not conflict with the kindergarten through the twelfth grade program. There shall be maximum coordination and use of all community resources. It

is the further intent of the Council that the community school coordinator shall be governed in all of his actions by his community school principal in executing the policies, directions and instructions of the Community Education Council and the School Board.

(c) Duties and Responsibilities. The community school coordinator shall:

(1) Program all community school activities to be offered in his community school, including enrichment, recreational, social and educational activities;

(2) Work with community and youth service agencies to implement the programs and services of those agencies through the extended use of community school facilities;

(3) Assist the Community Education Administrator in formulating an annual budget necessary for the operation of the community school program;

(4) Promote and publicize existing and planned programs;

(5) Work with the local school community to provide community use of and access to community school facilities on weekends and regular school holidays;

(6) Assist in the constant evaluation of activities for the purpose of community school program development.

252.207 Regional Advisory Committee. There shall be in each community school region, a Regional Advisory Committee composed of one representative from each Community School Advisory Committee in said region. The Regional

Advisory Committee shall make recommendations to the Community Education Administrator concerning the implementation, operation and modification of the community education program in its community school region, and the development of new or additional programs and activities in the community education program. The Regional Advisory Committee shall meet regularly and at such other times as the Community Education Administrator deems necessary, and shall make scheduled and unscheduled visits to the community schools in its community school region to observe the operation and progress of the community school program therein.

252.208 Community School Advisory Committee.

(a) Formation; Continuation. There shall be in each community school, a Community School Advisory Committee composed of members of the community served by the community school. The community school principal and community school coordinator shall jointly invite members of the community served by the community school to serve as the first Community School Advisory Committee and to organize said Committee on a permanent basis, in accordance with the procedures established by the Community Education Council. Thereafter, the Community School Advisory Committee shall select its own members in accordance with its rules, which shall be approved by the Community Education Council. In selecting members, the said Committee shall be guided by selection criteria prescribed by the Community Education Council; these criteria shall insure that the local school community as a whole is represented on said Committee and

contain procedures whereby membership is chosen from student and parents' organizations, youth organizations, community service agencies and organizations and cultural organizations.

(b) Duties. The Community School Advisory Committee shall make recommendations to the community school coordinator and community school principal concerning the implementation, operation and modification of the community school program in its community school, and the development of new or additional programs and activities in the community school program. The Community School Advisory Committee shall meet regularly and at such other times as the community school coordinator and principal deem necessary, and shall make scheduled and unscheduled visits of its community school to observe the operation and progress of the community school program therein.

(c) School Advisory Committee. The Community Education Council shall provide that the school advisory committee required by Section 230.22, Florida Statutes, may serve as the Community School Advisory Committee in the community school for which it is established at the request of the community school principal. In this case, the guidelines developed by the School Board for the establishment of said school advisory committee shall apply in lieu of the criteria herein required to be prescribed by the Community Education Council.

Part 3. Community School Program

252.301 Development of Program. The Community Educa-

tion Council shall develop the community school program and shall apply to the State Department of Education for a community school grant, according to the policies and regulations adopted by the State Board of Education and in accordance with the guidelines contained in the Florida Community School Act of 1970. The Community Education Council shall make every effort to secure funds from Federal, State and private sources to assist in the development and implementation of the community school program, and shall utilize the technical assistance available from the State Department of Education for the development and submission of the community school program. The Community Education Council shall provide public and private agencies and organizations with an opportunity to participate in the formulation of the community education program; however, there shall be no duplication of applications for funds and the participating agency first qualified to receive grants, donations or gifts shall have the first opportunity to apply for them.

252.302 Designation of Community Education Facilities. It shall be and remain the duty of the School Board to designate individual schools as community schools. It shall be and remain the duty of the City to designate or assign particular activities, facilities or areas as community education activities, facilities or areas, to be operated by or in conjunction with the Consortium under the community education program.

252.303 Use of City and School Facilities; Limitation.

The Consortium is authorized and directed to make full and complete use of City and school facilities for the community school program, and to recommend to the City and to the School Board methods of making their respective facilities more useful to the community school program. In utilizing community school facilities, however, the Consortium and its employees shall recognize the ultimate responsibility of the community school principal for the proper operation and maintenance thereof and shall not hinder or hamper the principal's authority or control of such facilities.

252.304 Use of Central Services of City. The Consortium shall utilize the central services of the City, on a cost-accounted basis, and shall make adequate provision therefor in its annual budget. Employment of the community school coordinators shall be subject to the approval of the Personnel Department of the City, the Personnel Division of the School Board and the principal of the community school to which the coordinator is to be assigned. The City and the School Board shall be responsible for the employment of such personnel as are assigned by those bodies to the Consortium. The employment of the chief administrative personnel of the Consortium shall be subject to the approval of the Community Education Council.

252.305 Financial and Property Accounting To Be Done by School Board. Accounting for the funds received and expended by the Consortium, and for the property acquired, used and disposed of by the Consortium, shall be done and performed by the School Board. The Consortium shall provide

such information and reports and shall keep such records as the School Board requires to enable it to perform this financial and property accounting.

252.306 Council Auditor's Responsibilities; Independent Audit. The Council Auditor shall conduct internal audits of the Consortium in the same manner as for audits of the agencies of the City and the independent agencies, and shall report his findings to the Council and to the School Board. The annual independent audit of the City shall include the Consortium.

252.307 Fiscal Year. The fiscal year of the Consortium shall begin on July 1 of each year and end on June 30 next following. The fiscal year shall also be the budget year.

252.308 Budget: Proposal to City and to School Board.

(a) Formulation. The Consortium shall annually prepare and submit to the City and to the School Board, a budget proposal containing all sources of estimated revenue and all estimated expenditures by the Consortium for its ensuing fiscal year. The Community Education Council shall establish procedures to insure that a completed budget proposal is formulated and presented to the Council and to the School Board at the same time. The budget proposal shall state separately the amount requested from the City and amount requested from the School Board, as well as all other sources of estimated revenue; in addition, the amount requested from the City shall be divided between the budgeted funds and the carryover funds, as provided in Section

252.308.

(b) Submission; Approval. The budget proposal shall be presented to the Council and to the School Board by June 1 annually for consideration. The budget proposal shall be considered by both the Council and the School Board and shall be approved on a line-by-line basis; and the appropriations by the Council and by the School Board, when made, shall be specific appropriations for community education purposes. Upon approval of the budget proposal by both the City and the School Board, it shall become the budget of the Consortium and of the community education program.

252.309 Budget: Restrictions. Because of the difference between the fiscal year of the Consortium and the fiscal year of the City, and to provide better budgetary review by the Council, the appropriation made by the City to the Consortium is made in two parts, one part entitled "budgeted funds" and one part entitled "carry-over funds," which shall be separately stated in the Consortium's budget proposal and in the appropriation by the City. The budgeted funds shall cover the period of time beginning on October 1 of the fiscal year for which the appropriation is made and ending on June 30 of said fiscal year, and they may be expended by the Consortium in accordance with its budget without further limitations except as may be contained in the budget or in the rules and regulations of the Consortium. The carryover funds shall cover the period of time beginning on July 1 following June 30 of said fiscal year

and ending on September 30 next following, and they may not be expended by the Consortium until the budget proposal for the fiscal year beginning with said July 1 has been approved by the City and by the School Board; thereupon, they may be spent as budgeted funds. For the first fiscal year of the Consortium, beginning on July 1, 1975, any funds previously appropriated by the City for community education for the 1974-75 City fiscal year and remaining unexpended after the effective date of this section shall constitute initial carryover funds and shall be expended only after the budget proposal has been approved by the City and by the School Board as herein provided.

252.310 Community School Regions. Because the community school is designed to serve local communities and to permit better coordination of community resources, the Community Education Council may establish community school regions within Duval County, each of such regions containing one or more community schools. The number and area of, and community schools included within, community school regions may be changed from time to time by the Community Education Council.

Section 252.311 Consortium Subject to Applicable Ordinances. The Consortium shall be subject to all ordinances passed by the Council, if applicable.

Section 3. This ordinance shall become effective upon signature by the Mayor or upon becoming effective without the Mayor's signature. The Consortium herein established shall not become effective until the Duval County School

Board shall have approved and established the Consortium by resolution. This ordinance and the Consortium hereby established shall be repealed and of no force or effect after June 30, 1976.

Form Approved:

William R. Mann
Assistant Counsel

General Counsel

ORDINANCE 75-109-68

CERTIFICATE OF AUTHENTICATION

ENACTED BY THE COUNCIL

March 3, 1975

JOHNNY SANDERS,
COUNCIL PRESIDENT

APPROVED March 4, 1975

HANS G. TANZLER, JR., MAYOR

ATTEST:

REXFORD C. DRANE
SECRETARY TO THE COUNCIL

APPENDIX G

Agreement Between Santa Fe Community College and Alachua Community Schools

SANTA FE COMMUNITY COLLEGE
BOARD OF TRUSTEES

Agenda Item:	400.43, 73-74
Meeting:	April 18, 1974
Subject:	Approval of Agreement With Alachua County Board of Public Instruction for Joint Community School Operation

SUMMARY STATEMENT: Santa Fe Community College and the Alachua County Schools are cooperating to offer additional programs for the citizens of Alachua County through the use of public school buildings. Attached is the agreement which has been negotiated between the College and the Public School System to facilitate this service to citizens.

RECOMMENDATION: It is respectfully requested that the above agreement be approved by the Board.

DISCUSSION:

AN OUTLINE FOR A WORKING AGREEMENT BETWEEN ALACHUA COUNTY SCHOOLS AND SANTA FE COMMUNITY COLLEGE FOR THE OPERATION OF NON-CREDIT CLASSES

STATEMENT OF PHILOSOPHY

The Alachua County Schools and Santa Fe Community College have entered into this working agreement to cooperatively provide for the educational and personal improvement needs of the citizens of Alachua County through a combined effort which will maximize the available resources of both institutions to the service to individuals within the community. As primary institutions of the community it is encumbent upon both to provide learning experiences to the whole community for the improvement of the quality of life.

It is the intent of this agreement to provide for the most flexible working arrangements between the two institutions which will allow for the greatest service to the community. The major points of the working agreement can be stated thusly:

1. That the public schools will provide facilities where available in designated school centers for the operation of non-credit classes funded through the operation of Santa Fe Community College.
2. That classes funded through Santa Fe Community College utilizing school facilities will generate funds for the Alachua County Schools for the purpose of sharing cost and operation and will be calculated according to the attached schedule.

3. That classes utilizing school equipment or materials will necessitate the collection of a lab fee. The lab fees, where collected, will be returned to the Community Education Program, Alachua County Schools, in addition to the funds indicated on the attached schedule.

4. That the conditions of funding and subsequent operations may necessitate a change in the amount of funds received by each party. It is therefore understood by each institution that the terms of this working agreement shall be reviewed in September of each year for the purpose of determining ways in which an expanded level of service can be provided to the community.

Signed, sealed and delivered in our presence as witnesses:

_____

_____

_____

_____

THE BOARD OF PUBLIC INSTRUCTION OF ALACHUA COUNTY, FLORIDA

BY: _____
Chairman

Attest: _____
Secretary

DISTRICT BOARD OF TRUSTEES, SANTA FE COMMUNITY COLLEGE

BY: _____
Chairman

Attest: _____
Secretary

PAYMENT SCHEDULE

STUDENT REGISTRATION PER COURSE	AMOUNT TO BE PAID ACBPI BY SFCC
1-6	none
7	$ 5
8	17
9	30
10	42
11	54
12	66
13	79
14	91
15	103
16	115
17	128
18	140
19	152
20	164
21	177
22	189
23	201
24	213
25	226
26	238
27	250
28	262
29	275
30	287
31	299
32	311
33	324
34	336
35	348
36	360
37	373
38	385
39	397
40	409
Applicable Lab Fees	100% of Collections

COMMUNITY SCHOOLS PAYMENT SCHEDULE

	WINTER	SPRING	SUMMER	TOTALS TO DATE
Number of Sections	39	75	68	182
Number of Different Courses	33	52	48	133
Number of Students Enrolled	541	1042	1020	2603
Number of Centers Utilized	12	8	8	28
PAYMENT TO ACBPI	$ 3545.00	$ 7409.00	$ 7280.00	$ 18,234.00

APPENDIX H

Agreement Between Central Florida Community College and the School Board of Marion County

J O I N T R E S O L U T I O N

WHEREAS, By virtue of the provisions of law both the Public Schools and Junior Colleges have responsibility for adult, occupational and vocational education, and

WHEREAS, The State Board of Education has recently adopted regulations which require a Public School Board and Junior Colleges to cooperatively develop and adopt specific assignments of responsibility to ensure efficient utilization of resources available for vocational education, and

WHEREAS, It is the judgment of the School Board of Marion County and of the District Board of Trustees of the Central Florida Community College that they can best fulfill their responsibilities by cooperative efforts in the area of adult, occupational and vocational education, and

WHEREAS, The respective Boards are desirous of outlining by this Joint Resolution their agreed policies with respect to the division of responsibility and authority in the areas of adult, occupational and vocational education, be it

RESOLVED, That from and after the date of this Resolution and for the school year 1971-72 and thereafter the School Board of Marion County, Florida, will retain primary responsibility for the operation of vocational and occupational education programs for students enrolled in the secondary schools of Marion County, Florida, and the District Board of Trustees of the Central Florida Community College shall retain primary responsibility for the operation of vocational and occupational programs at the Central Florida Community College

Area Vocational Education School. Recognizing, however, that the interests of vocational and occupational education in Marion County can best be served by cooperation between the respective Boards and that the facilities and unique advantages of the Area Vocational Education School at the Central Florida Community College can best be utilized through the cooperative efforts of both Boards, the District Board of Trustees agrees that the facilities of the Central Florida Community College Area Vocational Education School and the basic vocational and occupational courses offered at the Area Vocational Education School may be made available, in accordance with SBE Regulation 6A-8.56(6) for Community Colleges, to students in secondary schools which do not have facilities for such basic courses, or for certain high cost and limited enrollment courses whose conduct in the secondary schools is not economically feasible.

Course offerings, schedules and admission requirements for secondary students being taught in the Central Florida Community College Area Vocational Education School will be determined by the director of that School in consultation with appropriate School Board representatives, and minimum enrollments will be assured by the School Board.

The District School Board of Marion County, Florida, shall assume primary responsibility for the operation of business, vocational or industrial education programs for youth under the age of 19; for all high school completion programs, including general education review and literacy education; and for all home economics courses.

The District Board of Trustees of the Central Florida Community College will retain primary responsibility for the operation of all

other components of the adult general education program for Marion County and for all vocational business or industrial education programs for youth, and adults 19 years of age and older (SBE Regulation 6A-8.56(4). Recognizing, however, the desirability of providing instruction in School Board-owned facilities in the outlying areas of Marion County and since the School Board desires to implement a community school program, the District Board of Trustees agrees that the School may offer courses in adult general, vocational business or industrial education for youth and adults of all ages at any Marion County School Center outside of the Ocala environs, herein defined as a radius of five (5) miles from the School Board offices on Southeast Third Street. Furthermore, within the Ocala environs, the School Board may offer only at Vanguard High School courses in Minor Auto Body Repair and Small Appliance Service and Repair for youth and adults of all ages. Should the College need to augment its own facilities in order to meet its responsibilities for adult general, vocational business or industrial education within the Ocala environs, the School Board agrees that, subject to mutual agreement as to availability, the College may use without cost appropriate facilities at Forest High School.

The present agreement for instruction at the Florida Correctional Institutions between the College and the Correctional Institutions shall be exempt from this Resolution. Central Florida Community College, therefore, will continue to teach any credit or non-credit courses which it can staff or fund as may be requested by the proper officials of these Institutions.

IT IS FURTHER RESOLVED, That to facilitate implementation of the policies reflected in this Resolution there is hereby created, by joint action of the two Boards, a Coordinating Council for Vocational Education as specified in SBE Regulations, Section 6A-6.67 for K-12, or Section 6A-8.57 for Community Colleges.

This Resolution and the policies and allocation of responsibility herein shall be effective upon its approval by the Commissioner of Education as provided by law and State Board Regulations.

IN WITNESS WHEREOF, The School Board of Marion County and the District Board of Trustees of the Central Florida Community College have adopted this Resolution and caused the same to be executed by their respective Chairmen this 4th day of August, 1971.

BOARD OF TRUSTEES OF THE CENTRAL FLORIDA COMMUNITY COLLEGE DISTRICT

By: _____
Tom Knotts

SCHOOL BOARD OF MARION COUNTY, FLORIDA

By: _____
Carl C. Freimuth

Approved by Commissioner of Education

_____
Floyd T. Christian

Date August 16, 1971

APPENDIX I

State Board of Education Regulations for the Operation of Florida's Community/Junior Colleges Coordinating Councils

STATE BOARD OF EDUCATION REGULATIONS FOR THE
OPERATION OF FLORIDA'S COMMUNITY/JUNIOR COLLEGES
Chapter 6A-14

6A-14.37 Coordinating council for vocational education, adult general education, and community instructional services. A coordinating council for vocational education, adult general education, and community instructional services shall be established in each community college district. The membership of this council shall include the superintendent and directors of vocational education and adult general education of each school district in the community college area and the president and deans or directors of vocational education and community instructional services of the community college.

(1) The council shall develop recommendations to the respective school boards and to the community college board of trustees and where appropriate may make recommendations to the commissioner of education and to the appropriate division directors of the department of education.

(2) The responsibilities of the council shall be to review the total vocational education, adult general education, and community instructional services programs being offered in the district, to make such recommendations as are necessary, to encourage the development of needed offerings or changes in existing offerings and to avoid unwarranted duplications. To accomplish this, the council should perform the following:

(a) Review and recommend adjustments of existing programs, activities, and service--including counseling that will better meet the assigned responsibilities of each district;

(b) Review and recommend agreements between boards, to provide coordinated and articulated vocational education, adult general, and community instructional services programs to meet the educational needs of all residents in all communities in the district;

(c) Review and make recommendations concerning long-range (6 years) objectives for the school district and the community college district and make such recommendations as needed so that each plan provides for coordinated and articulated programs without unnecessary duplication;

(d) Review data in support of proposed programs, recommend to the appropriate board approval or disapproval of the program and, if necessary, recommend the assignment of responsibility to the appropriate district in accordance with specific local cooperative agreements and policies of the state board; and

(e) Review such other aspects of the programs and make such recommendations as are necessary to provide an efficient, well coordinated and comprehensive vocational education, adult general education, and community instructional services programs.

(f) Individual boards shall consider recommendations of this council in taking action on matters included in paragraphs (2), (b) and (c) above.

General Authority 229.052, 230.755 FS. Law Implemented 230.7651, 233.0682 FS. History--Formerly 6A-8.57, Repromulgated 12-19-74.

6A-14.31 Acceleration mechanisms for program completion.

(1) Each degree or certificate program offered by a public community college shall be designed in such a manner that students are afforded an opportunity to complete a minimum of twenty-five percent (25%) of the degree requirements, exclusive of transfer credit accepted, through:

(a) Achievement of specified performance levels on appropriate recognized standardized, institutional or departmental examinations;

(b) Recognition of satisfactory performance in secondary school advanced placement programs of the college entrance examination board:

(c) Dual enrollment in a community college or university prior to graduation from high school or community college; or

(d) Any combination of the above acceleration mechanisms.

(2) In order to facilitate acceleration each institution must award credit for specific course for which competency has been demonstrated by successful passage of an exemption or waiver examination. Institutions may not exempt students from courses without the award of credit if competencies have been so demonstrated.

(3) Each public community college shall establish a program of early admission for public school students qualifying for such a program under the provisions of section 6A-1.95(2).

(4) Each public community college shall, prior to September 1 of each year, submit a report to the commissioner of education which shall include:

(a) Procedures implemented and policies applicable during the prior year which facilitated and encouraged the earning of credit by examination, advanced placement programs, and dual enrollment;

(b) Amount of credit earned and the number of students utilizing each means of acceleration during the prior year;

(c) Plans for acceleration procedures to be implemented during the current year; and

(d) Number of students admitted through early admission policies during the prior year, and the procedures and criteria for such admission.

(5) Each public community college shall describe the various options available for acceleration and the criteria governing such options in its catalog and other related publications or advisement materials.

General Authority 229.053, 230.755 FS. Law Implemented 241.479 FS.
History--Formerly 6A-8.59, Repromulgated 12-19-74.

SIGNATURE PAGE

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by PLANO B. VALDES, JR. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality, as a Major Applied Research Project for the degree of Doctor of Education at Nova University.

Dale Tillery

Dale Tillery, Ph.D.
MRP Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for Major Applied Research Project for the degree of Doctor of Education at Nova University.

Donald P Jaeschke

Donald P. Jaeschke, Ph.D.
Local Professional

This Major Applied Research Project was submitted to the Central Staff of the Nova University Ed.D. Program for Community College Faculty and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

John A. Scigliano

John A. Scigliano, Ed.D.
Program Director

VITA

Plano B. Valdes, Jr.

Personal:

Born: Tampa, Florida 12/18/38

Married: Herminia K. Fernandez, Tampa

Children: Deborah - 14, David - 12 and Donna - 10

Education:

1960 - University of Tampa
Bachelor of Science in Mathematics
1964 - Southeastern State College (Okla.)
Master of Teaching in Mathematics
1975 - Nova University
Doctor of Education in Community College Administration

Employment Affiliations:

1960 - King High School, Tampa, Florida
Mathematics Teacher
1963 - King High School
Head, Mathematics Department
1966 - University of South Florida Learning Center, Tampa, Florida, Lecturer in Mathematics
1967 - University of South Florida, Project Upward Bound, Associate Director
1968 - Hillsborough Community College, Tampa, Florida, Head, Guided Studies Department and Mathematics Instructor
1969 - Hillsborough Community College
Director, Community Services
1971 - Hillsborough Community College
Dean, Community Services and Evening Programs
1975 - Hillsborough Community College
Director, Programs for Part-Time Students

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 9 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES

Honors and Awards in Education:

Meritorious Teacher Award 1961-62 and 1962-63
Four NSF Summer Institute Scholarships
Star Teacher Award 1965 by Florida State Chamber of Commerce
Certificate of Merit by State Department of Education in 1965
Nominated to Outstanding Educator of America in 1972
Recipient of Greater Tampa Chamber of Commerce Distinguish Community Services Award - 1975